This is a digital copy of a book that was preserved for generations on library shelves before it was carefully scanned by Google as part of a project to make the world's books discoverable online.

It has survived long enough for the copyright to expire and the book to enter the public domain. A public domain book is one that was never subject to copyright or whose legal copyright term has expired. Whether a book is in the public domain may vary country to country. Public domain books are our gateways to the past, representing a wealth of history, culture and knowledge that's often difficult to discover.

Marks, notations and other marginalia present in the original volume will appear in this file - a reminder of this book's long journey from the publisher to a library and finally to you.

Usage guidelines

Google is proud to partner with libraries to digitize public domain materials and make them widely accessible. Public domain books belong to the public and we are merely their custodians. Nevertheless, this work is expensive, so in order to keep providing this resource, we have taken steps to prevent abuse by commercial parties, including placing technical restrictions on automated querying.

We also ask that you:

+ *Make non-commercial use of the files* We designed Google Book Search for use by individuals, and we request that you use these files for personal, non-commercial purposes.

+ *Refrain from automated querying* Do not send automated queries of any sort to Google's system: If you are conducting research on machine translation, optical character recognition or other areas where access to a large amount of text is helpful, please contact us. We encourage the use of public domain materials for these purposes and may be able to help.

+ *Maintain attribution* The Google "watermark" you see on each file is essential for informing people about this project and helping them find additional materials through Google Book Search. Please do not remove it.

+ *Keep it legal* Whatever your use, remember that you are responsible for ensuring that what you are doing is legal. Do not assume that just because we believe a book is in the public domain for users in the United States, that the work is also in the public domain for users in other countries. Whether a book is still in copyright varies from country to country, and we can't offer guidance on whether any specific use of any specific book is allowed. Please do not assume that a book's appearance in Google Book Search means it can be used in any manner anywhere in the world. Copyright infringement liability can be quite severe.

About Google Book Search

Google's mission is to organize the world's information and to make it universally accessible and useful. Google Book Search helps readers discover the world's books while helping authors and publishers reach new audiences. You can search through the full text of this book on the web at `http://books.google.com/`

HARVARD UNIVERSITY

LIBRARY OF THE

GRADUATE SCHOOL
OF EDUCATION

3 2044 102 788 221

THE MENTOR

3/E
3-4

PUBLISHED BY THE ALUMNI ASSOCIATION OF THE PERKINS INSTITUTION FOR THE BLIND

VOLUME III

OFFICE
37 AVON STREET, BOSTON
1893

272
Educ P188.1
7 March, 1913
Harvard University,
Social Questions Library
from the
Perkins Institution for the Instruction
of the Blind.
SEP 24 1915
HARVARD UNIVERSITY
Transferred to
GRADUATE SCHOOL OF EDUCATION
Widener Library
Educ P
188.1
v.3
1893

CONTENTS OF VOLUME III.

PAGE

A BLIND CRYSTAL-CUTTER. *Translated from Le Valentin Haüy*, . . . 221

ACADEMIC EXPERIENCES OF A BLIND STUDENT. *William Gibbon*, . . 309

A CRICKETER AND CHESS PLAYER, ... 109

ADDITIONAL TESTIMONY. *S. A. S.*, ... 151

A FEW WORDS ON BRAILLE. *C. L. H.*, ... 311

AFTER GRADUATION. *A. M. H.*, ... 19, 57, 93, 128, 171, 209

ALEXANDER-MARY SCHOOL AND THE RUSSIAN OPERA. *Translated from Slépets by A. Delano*, ... 182

ALUMNI ASSOCIATIONS. *E. H. F.*, ... 149

A MEDIUM OF COMMUNICATION. *Thomas Reeves*, ... 65

AMERICAN ASSOCIATION, THE. *Otis Patten*. 22

AMUSEMENTS. *A. H. Murray*, ... 396

A MUSIC-WRITER FOR THE BLIND. *Translated from Der Blindenfreund*, 227

A NEW SYSTEM OF MUSICAL NOTATION, ... 54

A RUSSIAN SCHOOL, ... 90

A THOUGHT. *Laura E. Richards*, ... 133

A VISIT TO THE DUNDEE INSTITUTION FOR THE BLIND. *From the Dundee Courier*, ... 215

A WORD FROM OHIO. *F. P. Bixon*, ... 261

A WORD ON MY MUSIC SYSTEM. *E. V. R.*, ... 153

AT HOME AND ABROAD, ... 30, 74, 111, 154, 191, 229, 273, 313, 357, 399

Alabama, 30, 74, 154, 229.— Arkansas, 111.— Austria, 154.— Austria-Hungary, 273.— California, 191.— Canada, 192, 273.— Colorado, 111.— Connecticut, 30, 74, 229, 273, 313, 399.— England, 31, 112, 155, 230, 274, 357, 399.— Florida, 32, 192, 275, 400.— France, 33, 74, 157, 193, 230, 358.— Germany, 193, 231, 400.— Holland, 33, 313.— Illinois, 113, 231, 275.— Indiana, 194, 232, 400.— Iowa, 313.— Japan, 157.— Kansas, 194.— Kentucky, 313.— Massachusetts, 33, 195, 233, 275, 358.— Michigan, 34, 75, 276, 401.—Minnesota, 313.— Missouri, 34, 75, 114, 314.— Nebraska, 276.— New Mexico, 277.— New South Wales, 115.— New York, 234, 314.— New Zealand, 115.— North Carolina, 76.— Norway, 34.— Nova Scotia, 116, 157.— Ohio, 314, 358.— Pennsylvania, 35, 77, 116, 236, 277, 315, 359, 401.— Prussia, 36.— Queensland, 117, 316.— Russia, 158, 197, 317.— Scotland, 117, 237, 402.— South Carolina, 36, 78, 317, 360.— Switzerland, 158.— Texas, 79, 318.— Virginia, 37, 278, 403.— Washington, 318.— West Virginia, 79, 197, 278.

BERLIN AS A CENTRE OF MUSICAL CULTURE. *Frank R. McLean*, . . 189

BLIND IN MONTENEGRO, THE. *From Der Blindenfreund*, ... 353

BLIND OF NANTES, THE. *Translated from Le Valentin Haüy*, ... 126

BLIND STUDENT OF LATIN, THE. *William Gibbon*, ... 24

BLIND STUDENT OF MATHEMATICS, THE. *William Gibbon*, ... 145

BLIND STUDENT OF GREEK, THE. *William Gibbon*, ... 179

BROOKLYN INDUSTRIAL HOME. *M. W. S.*, ... 395

CONGRESS AT NAPLES, THE. *From Le Valentin Haüy*, ... 11

CONGRESS OF EDUCATORS OF THE BLIND, ... 241, 281, 321, 361

CONTENTS OF VOLUME III.

PAGE

DAVID DUFFLE WOOD. *Edward E. Allen*, ... 41
EDITORIAL NOTES, ... 38, 80, 118, 159, 199, 239, 279, 319, 360, 403
ELIZABETH GILBERT. *Susan Harrington*, ... 1
FEED MY LAMBS. *Julia Ward Howe*, ... 214
FIRST REUNION AT THE MICHIGAN INSTITUTION. *A. M. Shotwell*, . . 351
GENTLE HINTS TO A BLIND INVALID. *Clara B. Aldrich*, ... 389
GLASGOW ASYLUM FOR THE BLIND, ... 348
HE CARETH. *Florence Foster*, ... 308
HEROISM OF A BLIND BOY, ... 398
HOME TEACHING. *C. F. Fraser*, ... 186
HOW WE WALK. *John Vars*, ... 14
IN MEMORIAM: OTIS PATTEN. *Lura Rowland*, ... 201
IS IT NOT HAPPINESS TO SEE? *Sophia Carter*, ... 97
JOHN METCALF. *Katharine G. Allen*. 85
LANDON'S NEW METHOD FOR THE PIANOFORTE. *E. S. Hosmer*, . . . 269
MES NOTES SUR LES AVEUGLES. *Dr. F. Park Lewis*, ... 354
MILTON'S WATCH, ... 110
MISSION WORK IN NEW SOUTH WALES, ... 107
MIZPAH CIRCLE, THE. *Eben P. Morford*, ... 185
NOTES OF A JOURNEY. *Joseph Ruppert*, ... 121, 167, 204
OLD PUPILS' GUILD OF THE ROYAL NORMAL COLLEGE FOR THE BLIND. *From the Report for* 1892, ... 394
ONE DAY IN CHICAGO. *Clara B. Aldrich*, ... 253
OUR OWN HANDS. *Clara B. Aldrich*, ... 103, 137
ONE SIDE OF THE DUTY OF THE SEEING TOWARD THE BLIND. *Fannie L. Johnson*, ... 306
PATIENCE AND COURAGE. *F. H. D.*, ... 28
PHILOSOPHY FOR THE BLIND. *Thomas P. Bailey, Jr.*, ... 299
PHYSICAL CULTURE. *Della Bennett*, ... 81
POLITICAL INJUSTICE. *M. W. S.*, ... 218
POPLAR LEAVES, THE. *Elizabeth Gilbert*, ... 7
SELF-KNOWLEDGE. *M. A.*, ... 184
SEVENTH ANNUAL MEETING OF THE PERKINS ALUMNI. *E. H. F.*, . . 267
SIGHT WITHOUT EYESIGHT. *M. W. S.*, ... 256
SOUTH CAROLINA. *Bessie P. Wright*, ... 265
STATISTICS OF THE BLIND OF THE UNITED STATES, ... 8
STEREOTYPING FOR EMBOSSED PRINTING. *Jno. T. Sibley*, ... 385
STORY OF AN INVENTION, THE, ... 68
STUDY OF LANGUAGE AND THE BLIND, THE. *From Le Valentin Haüy*, 62
SUCCESS VERSUS DEFECTS. *Henry W. Stratton*, ... 134
TRUE MUSIC. *Henry W. Stratton*, ... 178
TUNING AS AN OCCUPATION FOR THE BLIND. *John Vars*, . . . 302, 344
TWO LITERARY SOCIETIES AT THE MICHIGAN INSTITUTION. *A. M. Shotwell*, ... 141
WESTERN PENNSYLVANIA INSTITUTION FOR THE BLIND. *H. B. Jacobs*, 27
WHERE THERE IS A WILL THERE IS A WAY. *Aaron C. Blakeslee*. . . 224
WHY IS IT? *C. W. Holmes*, ... 110
WIFE, MOTHER, AND HOUSEKEEPER. *Elizabeth P. Putnam*, ... 99
WILLIE ELIZABETH ROBIN, ... 46
WORLD'S COLUMBIAN EXHIBITION, THE, ... 161
WRITING MACHINES. *R.*, ... 397

WILLIE ELIZABETH ROBIN.

(See page 38.)

THE MENTOR

VOL. III. JANUARY, 1893. No. 1

ELIZABETH GILBERT.

IF we compare the social and intellectual culture of our own century with the limited facilities of acquiring knowledge through the previous ages, we cannot picture the life of one deprived of sight without a feeling of commiseration; for in those times blindness meant not only the exclusion of light, but doomed the unfortunate to idleness and mental depravity. As in all reformations there must be a leading spirit, so, in placing the blind on an equality with the seeing, there is required a force of character sufficient to prove that, whatever be the circumstances, man is greater than his surroundings.

Among those who have devoted themselves to philanthropy, the name of Elizabeth Gilbert deserves a prominent place, her aim being to plant in the hearts of those for whom she zealously labored a desire to lead industrious, self-reliant, and virtuous lives. The greatest achievement of her life was the establishment of workshops, which not only became numerous in her own country, but found their way to other parts of Europe and America. In reading her life, we linger over its pages with admiration, and feel that, underlying its stern realities, there is something which inspires the soul to seek after loftier ideals.

In the Gilbert family there were eleven children. Bessie, as she was familiarly called, was born Aug. 7, 1826. When she was but three years old, she had scarlet fever, which resulted in the loss of her sight. Great as this affliction seemed, it was not all; for Bessie had con-

tracted a lifelong disease, from which she only partially recovered as she grew to womanhood. At sight of those thin and pallid cheeks, which were wont to be so plump and rosy, and lighted up by those flashing black eyes beaming with expression, the burden of this deprivation seemed too great for parental affection to bear. But aid from the Omnipotent Creator, whose strength is infinite, transforms the barriers of life into precious jewels which adorn the celestial mansions prepared for his children.

As a rule, the children of large families are always happy. There seems to spring up that bond of sympathy and affection which, like a tender plant, thrives best when nursed by the kind hand of Nature. The Gilbert family were no exception; for they all shared heartily in open-air sports, and delighted in those games which best develop a physical constitution. Her parents did not think that, because Bessie had been deprived of one blessing, all must be denied her. On the contrary, she was made to feel and appear like other children, and shared in their sports. They encouraged her in rendering personal services to others; and, when Dr. Gilbert wanted a glass of wine or cup of tea, Bessie was the one he called upon. They did not prevent her from doing anything that seeing children can do. "Let her try," was always Dr. Gilbert's answer to any incredulous observer. Nor did they think it necessary that she should always be in the presence of a guide or be reminded of her affliction by having some one hasten to remove a chair the moment she entered a room. The loss of her sight was not allowed to be an excuse for forming habits which it would be the painful work of after life to overcome. This kind yet strict discipline exercised by her parents made Bessie as active and happy as other children.

Among the eight girls, or "sisterhood," as they were called, Bessie was the star. If any difficulty came up, Bessie was always mediator. In a word, her amiable and sunny disposition made her the centre of affection in her

own home, and won the hearts of all who knew her. In childhood the passionate nature and resolute will, which marked her after life, betrayed itself in the quick flash of the eye and the impetuous stamp of the foot.

She went to school with her sister. Her marked precocity and excellent memory enabled her to progress as rapidly as the other pupils. She studied arithmetic, but the time spent in performing the examples mentally, filled her eyes with angry tears. She learned to write by means of an apparatus made of thread, which guided her in keeping the lines.

In connection with Bessie's training, let me entreat all persons interested in blind children to avoid all unnecessary care and watchfulness. It renders the life, which friends desire to make so radiant and flowery, only a gloomy pathway strewn with stubborn thistles. If we would enable the blind to compete with the seeing, we must abandon the idea of sheltering them like roses in a greenhouse, and give them such a training as will prepare them, like the hardy oak, to endure the blasts of the severest seasons.

As a child, Bessie possessed romantic ideas about colors. This might have been due to a faint recollection of having seen them before she lost her sight. Her love of flowers and true appreciation of the artistic showed itself in verse-making and improvising at the piano. She tried to take a college course, but her delicate constitution prevented her from doing so. Her parents had recourse to all the means of instructing the blind which those times afforded.

In 1832 Mrs. Gilbert received a letter from the committee appointed to look after the education of the blind, stating that embossed print had recently been introduced in the Edinburgh asylum. Dr. Gilbert at once procured books for Bessie. The ability to read to herself was a source of great comfort to her; for, like all who appreciate literature, she knew that the alphabet was a key that admits the reader to the richest treasures of thought.

Bessie had now come to that time in life which, sooner

or later, steals in upon the life of each individual. For some unaccountable reason all is changed, and the heart which once swelled with pleasure now entertains projects of higher ambition. The necessity of having a purpose in view, and laboring for its achievement, gives the future a gloomy and uncertain aspect; but Bessie's mind was too active and aspiring to be daunted by small barriers that may obstruct our pathway.

She had not long to wait for the part she was destined to play in the great drama of social reform. It soon revealed itself to her. Mrs. Bathurst, a friend of the Gilberts, who devoted most of her time to educating poor children, inspired Bessie with the desire of doing what she could for the blind; and she was the first to conceive the idea that those who could not see, instead of being a burden to others, might, by their own industry, make a living for themselves. The question was, Where *are* those persons destined to lead such unhappy lives? and, if found, would they wish to busy themselves with useful occupations? Through Mrs. Bathurst, Bessie became acquainted with Mr. Levy, who, being himself without sight, entered heartily into her project. He found, by examining the statistics of the most reliable of eight institutions, that only children were educated; and, if they learned a trade, they received their tools, and were dismissed with the flattering assurance that they could practise their trade outside. Careful investigation showed that the majority of blind persons lost their sight at an age when others were dependent upon them. By conversing with those whom Mr. Levy met in the street, he found, in almost every case, that they desired to work, but "What employment is there for us?" was always their first question. Bessie realized that her mission was to lead those afflicted like herself to seek happiness by means of humble industry. The question to be solved was the kind of employment best adapted to the blind.

It was decided by careful investigation that broom-making, brush-making, mat-weaving, and basket-making were

most feasible; and she began by employing seven blind men at their own homes. They were supplied with materials, and were allowed to retain the price of the articles made, minus the cost of what they used in the work. It was found necessary to have a bleaching-bin; and a man without sight was engaged to construct one in a cellar in Holburn, which was also used for their general storehouse. It proved to be a saving of materials and implements, as well as more convenient for them to assemble at a workshop, which was soon established, with Mr. Levy as manager. The success of the men led women to apply to Bessie for employment. As the number of applicants increased, it became clear, in order to carry on the work, she must appeal to the public for help. She also saw, if it was to be a success, she must solicit the interests of those persons who by their wealth and influence could best contribute to its support; and this she effected to a great extent by writing letters. Among her correspondents were the Bishop, and the Duke and Duchess of Argyle. She also wrote to the queen, who, learning the particulars of her work, gave her liberal aid. Mr. Gladstone favored the scheme, not only as a philanthropist, but as a political economist.

Dr. Gilbert pointed out to Bessie the necessity of having a committee to manage the finances, and one was accordingly chosen. It was now decided to dispose of the articles which had been made in the workshop, and they were exhibited in a bazaar; but the money realized from the sale was not sufficient for the expenditures of the establishment, and she was compelled to make a second appeal to the public for aid, to which there was a hearty response. There were other obstacles to be surmounted. Bessie's health was rapidly declining, and traces of mental care and anxiety were visible in her calm yet resolute countenance. Mr. Levy seemed her only support; but, though they both shared the same interests, he was so narrow-minded and prejudiced he was usually opposed to those schemes which good policy suggested.

She was now called to mourn the loss of her mother. This was her first great trial, but to noble minds like Bessie's even sorrow is but mercy concealed. Perhaps the thorn which most deeply wounds a noble and generous heart is ingratitude from those for whom every effort is being put forth to promote their welfare. In many cases, the workmen were indolent and dishonest; but there was nothing her compassionate and magnanimous heart could not forgive in those for whom she sacrificed all. Just at the moment when difficulties seemed too great to bear there came to Bessie a faint ray of hope, which, like a gleaming taper, shines brightest when night is darkest; and she continued her work with renewed vigor. Hitherto she had labored only in behalf of adults: she now turned her attention to studying the condition and means of educating the blind children of the poor. She obtained the co-operation of other societies and institutions for the blind; and a large and influential deputation presented a memorial, which was received with respect and attention by the English government, and led to further inquiries upon this subject. If the fruits of her labor seemed far from compensating all that she sacrificed, her influence not only established institutions and workshops in her own country, but suggested means by which gradual reforms are being achieved in our own land.

Her strength was still failing. For days and weeks her friends could not even speak to her of the work. In the meantime death had called Dr. Gilbert and the brother to whom she was specially devoted. Grief and anxiety had marked her smiling features with a patient and calm resignation which suffering only gives to noble and lofty minds; and, after a long and painful illness, death at last came suddenly, on the 7th of February, 1885.

Some may think, perhaps, that, being a daughter of a bishop and surrounded by wealth and influence, she deserves little credit for the work she accomplished; but the ease of her own position only makes more apparent the self-sacrificing devotion of her benevolent and humane

character, for, situated as she was, with everything for her personal comfort, it was not necessity, but love for the blind only, that urged her to unremitting labor for their welfare.

SUSAN HARRINGTON.

Batavia, N.Y.

THE POPLAR LEAVES.

BY ELIZABETH GILBERT.

In 1861, during one of Miss Gilbert's long illnesses, while her enforced absence from London removed her from her beloved work for the "general welfare of the blind," she resumed the occupations of her early days, and gave much time to literature and music. She wrote a few poems with a view to publication; but, when returning health allowed her to resume her life-work, they were laid aside. The poem entitled "The Poplar Leaves" was written at this period, and reveals another side of the character of one who is now mainly known in connection with her efforts for improving the industrial condition of the blind.

THE poplar leaves are whispering low.
In the setting summer beams,
As they catch the lovely farewell glow
That lights the hills and streams.

What tell they in those murmurs low,
Under the rising moon?
As they wave so gracefully to and fro,
I would ask of them a boon.

Have you any word for me,
A word I fain would hear?
'Twas dropped, perchance, beneath your tree,
Too faint for human ear.

Ye whisper so very low yourselves
That, as they lightly pass,
Ye needs must hear e'en fairy elves
At revels in the grass.

Then tell me, tell me, if she came,
Beneath the setting sun,
And breathed a song, a sigh, a name,
Or sweet word ever a one.

Then whisper it again to me,
  Ye have not let it go:
It thrilled the whole height of your tree,
  Through every leaf, I trow.

Yet still they whispered on and on,
  But never a word for me,
Till from the hill-tops light was gone,
  And I left the poplar tree.

Again I stood beneath that tree,
  When the fields were full of sheaves.
But now it mattered not to me
  What said the poplar leaves;

For one stood with me 'neath the moon,
  As they dropped their whispers low,
From whom I gained that precious boon,
  The word I longed to know.

STATISTICS OF THE BLIND OF THE UNITED STATES.

We are indebted to the United States Census Office for the figures from the Eleventh Census, from which the accompanying table has been prepared. The number of blind persons in the Union, as there reported, are scattered over an area of more than three and one-half millions of square miles. If congregated, they would make a city approximating, in population, Los Angeles, Cal.; Des Moines, Iowa; Versailles, France; or Berne, Switzerland.

In 1880 the blind population of the United States was 48,928; in 1890 the corresponding figures are 50,411,—an increase of only 1,483 persons, or 3 per cent.; while the increase in the total population during the same period amounts to about 25 per cent. In other words, the numbers reported by the census of 1880 show an average of 1 blind person to 1,025 of the population; while in 1890 the average appears to be only 1 in about 1,240.

In looking at the individual states, we find that in many

cases there seems to have been not only a relative, but an actual decrease of blindness since the preceding census. Ten States show a diminution varying from 10 to 20 per cent. Among these are Delaware, which in 1880 had 127 blind, while in 1890 only 101 are reported; Georgia, in 1880, had 1,634, in 1890, 1,446; New York, in 1880, 5,013, in 1890, 4,389; and North Carolina, in 1880, 1,873, in 1890, 1,592. Meanwhile the total population of these States has increased from 15 to 20 per cent.

The discoveries of modern science and better methods of treatment for diseases of the eye — especially the *ophthalmia neonatorum*, which is so prolific a source of blindness in the early days of infancy — have doubtless done much to reduce the proportion of those who lose their sight. The more wide-spread intelligence in the community, leading to more cleanly habits and more wholesome lives, has had an influence in the same direction; but, after making allowance for these and other helpful agencies, there still remains an unexplained diminution of blindness, giving rise to reasonable doubts whether the enumerators have been successful in obtaining the facts on this subject.

In Nebraska and Washington the number of blind reported is more than double that in 1880; but the population has increased so much more rapidly that their *ratio* to the population is considerably less than it was ten years ago. In other states the blind appear to have increased in nearly the same proportion as the general population. This is the case in Connecticut, where in 1880 the ratio was 1 to 1,016, and in 1890 1 to 1,030; in Florida, where in 1880 it was 1 to 1,253, and in 1890 1 to 1,268; and in Kansas, where it was 1 to 1,332 in 1880, and in 1890 1 to 1,339 of the population.

The number of the male blind in 1880 exceeded the females by 4,568. In 1890 the excess of males was 5,555. The colored blind are reported as 590 (or nearly 8 per cent.) less than in 1880; but between the native and foreign about the same proportion is maintained as that given in the preceding census.

THE BLIND OF THE UNITED STATES IN 1890,

BY SEX, RACE, AND NATIVITY.

	Total.	Male.	Female.	White.	Colored.	Native.	Foreign.
United States, . . .	50,411	27,983	22,428	43,351	7,060	41,265	9,146
Alabama, ...	1,377	763	614	763	614	1,361	16
Arizona, ...	26	16	10	26	—	7	19
Arkansas, ...	1,156	615	541	872	284	1,131	25
California, ...	718	474	244	704	14	458	260
Colorado, ...	189	122	67	189	—	153	36
Connecticut, ...	724	395	329	705	19	579	145
Delaware, ...	101	47	54	80	21	85	16
District of Columbia,	182	97	85	100	82	150	32
Florida, ...	308	167	141	140	168	296	12
Georgia, ...	1,446	707	739	746	700	1,434	12
Idaho, ...	30	17	13	30	—	19	11
Illinois, ...	2,834	1,649	1,185	2,777	57	2,086	748
Indiana, ...	2,174	1,274	900	2,115	59	1,923	251
Iowa, ...	1,421	831	590	1,408	13	1,059	362
Kansas, ...	1,063	634	429	1,011	52	899	164
Kentucky, ...	1,976	1,036	940	1,652	324	1,891	85
Louisiana, ...	857	451	406	403	454	746	111
Maine, ...	672	388	284	671	1	599	73
Maryland, ...	819	405	414	588	231	691	128
Massachusetts, . . .	1,846	978	868	1,818	28	1,281	565
Michigan, ...	1,608	926	682	1,584	24	1,092	516
Minnesota, ...	640	394	246	636	4	280	360
Mississippi, ...	1,014	533	481	441	573	1,001	13
Missouri, ...	2,457	1,331	1,126	2,291	166	2,163	294
Montana, ...	39	26	13	39	—	23	16
Nebraska, ...	473	295	178	470	3	341	132
Nevada, ...	10	10	—	9	1	7	3
New Hampshire, . . .	380	208	172	378	2	343	37
New Jersey, ...	839	458	381	784	55	628	211
New Mexico, . . .	300	176	124	297	3	271	29
New York, ...	4,389	2,370	2,019	4,312	77	2,938	1,451
North Carolina, . . .	1,592	777	815	1,008	584	1,585	7
North Dakota, . . .	69	42	27	69	—	24	45
Ohio, ...	3,373	2,006	1,367	3,242	131	2,687	686
Oklahoma, ...	35	17	18	33	2	33	2
Oregon, ...	145	80	65	145	—	122	23
Pennsylvania, . . .	3,925	2,262	1,663	3,829	96	3,007	918
Rhode Island, . . .	307	145	162	296	11	200	107
South Carolina, . . .	997	504	493	395	602	990	7
South Dakota, . . .	177	102	75	177	—	113	64
Tennessee, ...	1,817	988	829	1,373	444	1,794	23
Texas, ...	1,588	855	733	1,172	416	1,414	174
Utah, ...	130	74	56	129	1	44	86
Vermont, ...	438	235	203	437	1	354	84
Virginia, ...	1,713	912	801	1,007	706	1,655	58
Washington, ...	106	63	43	104	2	83	23
West Virginia, . . .	705	401	304	673	32	661	44
Wisconsin, ...	1,219	723	496	1,217	2	559	660
Wyoming, ...	7	4	3	6	1	5	2

THE CONGRESS AT NAPLES.

[*From Le Valentin Haüy.*]

On the 15th of May the Third Congress of Italian Instructors of the Blind met at Naples, the preceding sessions having been held at Florence, in 1883, and at Padua, in 1888. The following were the subjects on the programme: —

1. The legal status of the blind.
2. Hygiene in institutions for the blind.
3. Preparatory schools, courses of study for the blind, organ-teaching.
4. Patronage of the blind in general, and especially of the educated blind. Constitution of the *Società Margherita*.

The officers elected were as follows: president, Mr. Barbi-Adriani (blind), manager of the Italian review devoted to the blind, who also presided at the congress of Florence and that of Padua; vice-presidents, Messrs. Vitali and Turazza; secretary, Mr. Artusio; vice-secretary, Mr. Beccatini. The zealous and indefatigable organizer of the congress, Mr. Martuscelli, director of the *Istituto Principe di Napoli*, was nominated by acclamation honorary vice-president as well as prefect and syndic of Naples. Many other individuals of local reputation, among whom were several deputies, the directors of numerous charitable institutions of the city, assisted at the opening session. Welcome greetings and addresses were made; and one of the orators, doubtless to stimulate the zeal of the members, remarked that the profusion of natural beauties at Naples must serve to increase the bitterness of blindness.

Instead of a detailed account of the three sessions we give a summary of the chief discussions of the congress.

Approval of a petition soliciting from the government, for the educated blind, the free exercise of civil and political rights.

Approval of the draft of a law relating to the legal right of the blind to education. Hitherto the efforts made in this direction by delegates devoted to their cause have obtained, as their sole result, fruitless promises. In the budget of public instruction, which reserves nearly 2,000 francs for the deaf-mutes, not a centime is appropriated for the blind. The thousands of francs which they obtain every year, and which, moreover, will probably diminish, are due to the benevolence of the minister.

The congress voted that statistics of the blind be prepared, which at present do not exist, the necessary details not being supplied either by the large cities or by the special institutions. Only five of the latter are able to supply information, more or less complete, concerning former pupils. In a little work published by the Department of Industry and Commerce under the title *Annali di Statistica sugli Istituti dei Sordomuti e dei Ciechi*, we find 635 blind under instruction among about 1,600 educable. This latter number seems much less than the reality when we compare it with that of 21,718, the number of the blind in Italy.

The classification of the blind who have been under instruction presents 263 musicians, 71 of whom are women. Among these 263, 124 practise a trade also. About 90 men and 10 women are employed in manual occupations exclusively. More than 200 blind persons are left without employment.

L' Amico, from which we take these figures, observes that, if the number of the Italian blind receiving instruction is not encouraging, that of the educated blind who succeed in following the business which they have learned is still less so. The preceding congress had solicited, on behalf of special institutions, a subsidy from the communes and a reduction of taxes. It also succeeded in obtaining from the government laws protecting the work of the blind.

This congress voted that each institution should have a preparatory school or a kindergarten, and that much attention should be given to gymnastic exercises.

Following a report upon sacred music, it was specially recommended that organ-teaching be developed in institutions.

Mention was made of two blind persons who had taken a course of study at the royal normal school in Naples, and had received their diplomas with congratulations from the examiners.

Concerning hygiene in the schools it was recommended that each institution teach its pupils the laws of health, that the use of tobacco be forbidden, and that the wearing of blue glasses be encouraged.

An experiment in telegraphy was made by two pupils of the *Istituto Principe di Napoli*, with excellent result.

In regard to the subject of patronage, the valuable observations on this question made by Mr. Vitali, director of the institution of Milan, in an article published in the *Valentin Haüy*, are not forgotten. Three or four plans were unfortunately brought forward for the Patronage Society, which it was proposed to organize. A difficulty also arose regarding the regulation of reports between the central office and the provincial committees. From lack of judgment on this and several other points, the congress, although it voted an immediate and definite organization of the work, dissolved without having reached any conclusions in regard to a question which a great many of the members, notably the president, declared to be among the most important — the question of patronage.

Milan has been designated as the next place of meeting of the Italian congress, which will be held in 1895.

The committee delegated to present the resolutions of the congress to the Department of the Interior and that of Public Instruction obtained from the latter a promise to issue a circular recommending the admission of the blind into the public schools for the seeing.

HOW WE WALK.

THOSE who see depend mainly upon their sight for guidance when walking, though the numerous accidents which befall the deaf show that hearing is no mean adjunct to sight in locomotion. The blind depend almost entirely upon the sense of hearing as a guide when in motion, though the sense of touch is a valuable assistant, being of more service to the blind than hearing is to the seeing. Those who are both blind and deaf are guided exclusively by the sense of touch when moving about. These facts prove the validity of the theory that all sensation is identical when received by the brain, being interpreted by the mind; and that the mind uses various modes of sense-perception interchangeably, requiring of any given mode the work naturally devolving upon another. So much for the theory; but it is probably not the theory that my readers want, but the theory worked out in practice, which I propose giving them in this article.

I have already said that we depend upon the sense of hearing, assisted by the sense of touch, as a guide when passing from place to place. The natural query which this statement will arouse in the minds of those who see is, "How is it that you can hear what is only perceptible to us through sight?" and their conclusion will be that the blind are endowed with a keener sense of hearing than others are. This is not true, however. The blind are not, naturally, gifted with a keener or more powerful sense of hearing than those who see, but, being deprived of the sense of sight, they find themselves obliged to obtain the knowledge usually gained through that sense in some other way; and, as hearing is the most available sense for this purpose, they are led, through force of circumstances, to train this sense to a much higher state of perfection, and to require of it work which those who see would never think it capable of doing.

The service which this sense renders the blind as a guide when walking, is an example of this kind of work. Its operation in performing this duty is described by Mr. E. B. Perry, in a letter published in the *Century* for August, 1887, as follows: —

"If you walk rapidly along a quiet street, listening carefully to your footsteps, you will notice that the solid buildings and walls close to the sidewalk give back a distant echo, which instantly ceases at the openings and crossings."

This echo spoken of by Mr. Perry is always present, though it is unnoticed by those who depend upon their sight for observation, except in a very quiet street or at night when it is very still. But to us who depend upon it for a knowledge of our surroundings it becomes not only very perceptible, but very communicative as well. Through it we learn what the average man learns through his eye. The kind of echo given back by the fence or wall beside which we are walking tells us whether it is composed of wood, iron, or stone. By means of this echo we are also able to tell the style of wall or fence which we are passing, — that is, if it is of wood, we can tell whether it is built of matched boards or whether it is a slat fence; and, if it be of iron, whether the bars are perpendicular, as in a picket fence or whether they run horizontally, as in a gas-pipe fence. It also indicates to us the height of a fence or wall, which we can tell quite accurately until it exceeds that of our own stature. In the same way this echo warns us of trees, posts, and other obstructions in or beside our path; and we are thus enabled to avoid colliding with them and to use them as landmarks. Anything of wood is much more easily detected because of the greater echo given back by it than by stone or iron. There are other ways in which sound is of assistance to us as a guide which I might mention; but this is, perhaps, sufficient to give some idea of the great assistance which this sense affords, and *how* it renders this service. The sense of touch is also of assistance to us in this direction.

Mr. Perry, in the letter quoted from above, described the operation of the sense in this capacity, as follows: —

"If you walk slowly in the dark up against a wall or closed door, you will feel, just before striking it, upon the delicate nerves of the exposed portion of the face a slight sensation like that which might be produced by an infinitely fine gossamer veil. It is caused by the increased compression or resistance of the elastic air when forced up against one solid body by the approach of another."

This sense of touch, as described above by Mr. Perry, is scientifically known as "facial perception." At one time it was quite generally discussed by scientists. I was at that time an ardent believer in its usefulness to those of us who cannot see. Since then, however, circumstances have convinced me that its service to us in walking has been greatly exaggerated. The facts that have led me to this conclusion are these. Every blind person knows that rubbers on the feet, snow on the ground, the whirr of the wind in our ears, — in short, anything that destroys the sense of sound, — renders travelling exceedingly difficult, and at times well-nigh impossible. This should not be if this sense is as useful to us as some would have us believe. If any one wishes to test the real value of this sense to him as a guide, let him thoroughly close both his ears, and try to walk about in the most familiar place which he knows. It was the partial loss for a time of the use of one ear that led me to doubt, and then to test by many experiments, the real value of this sense to us in observing objects as we pass them; and I have reached this conclusion: that this so-called "facial perception" is of little service in walking as a warning of the presence of obstacles, for the reason that we must approach so near before this sense can act that we are made aware of the presence of the object through the sense of sound long before we reach the point of "facial perception." There is a sphere, however, where it is exceedingly active and correspondingly useful. It aids us in detecting currents of air passing between the slats of a fence, and in connection with the break in the

echo caused by these openings it shows us what kind of fence we are passing.

It is in our feet that the sense of touch is of the most value to us as a guide. We can tell as soon as we step upon it whether a walk is composed of flag-stone, brick, concrete, asphalt, Portland cement, or of earth only. Not only the composition of the walk, but the style of construction, is a guide to us. Many walks have a gentle slope from the inner side out to the curbing. Others are level except a short slope near the curbstone. Still others, particularly those made of earth and those paved walks upon which there is great and continuous travel, have a depression worn through the centre. All these peculiarities are noticeable to our feet, thus becoming efficient guides.

The assistance received through the sense of touch in the feet is particularly helpful to me here in "fashionable Newport," where "chance and change are busy ever," where a fence "to-day is, and to-morrow is hewn down, and cast into the fire." At the present time, when the fashionable fence is a low hedge, or a lower stone curbing, or possibly three rows of twisted or barbed wire, or, as in many cases, no fence at all, the walk is almost the only guide upon which I can rely with any degree of certainty.

I hope I have made it clear how the sense of sound and touch play their part as guides to us who walk without sight. I have spoken of some of the ways in which they act singly: the multifarious ways in which they act connectedly I cannot begin to describe. I must leave them "to the imagination of the reader." I will, in closing, answer a few of the many questions which have been put to me on this subject.

"How is it that you walk so straight?"

There are many minor things which enable us to do this, but it is principally good judgment in combining them so that they all point to this one end. I will mention a few of the most important.

One of them is a careful calculation of the distance between the objects beside which we are walking and our-

selves. I can start at a given distance from the fence or wall beside the walk, and keep that same distance indefinitely, providing no obstacle to be avoided presents itself in my path. If there are trees on the outer edge of the walk, I follow the line of the trees as well as that of the houses or fences, and try to keep at an equal distance from each of them. Then, again, the slope to the walk, of which I have spoken, is a help. By keeping at right angles with it, I am quite sure of walking straight. The depression in the middle of the walk worn by the constant passing and repassing, of which I spoke a little way back, is, next to the objects skirting the walk, the surest guide to a straight path. Where the walk is of plank laid parallel with the street, I put my feet close to the edge of the walk or on a crack between the boards; and by following one or the other of these I am able to keep as straight a line as the walk keeps. Where the boards are laid across the walk, by making sure that my foot is exactly crossway of the boards (which can be done with a little care), I am able to walk as straight as others.

I am often asked how it is that I can find the door of a shop or house so readily.

I do it largely by an accurate calculation of distances, not by counting my steps, as many think,— that I never do, — but by calculating the distance I have walked and the time that it has taken. As a rule, doors and gates are set back a little way from the front line of the wall or fence of which they are a part. This depression is readily detected through the echo of which I have spoken so much in this article. In this way I am made aware of the situation of the door or gate of which I am in search.

Another question which I am frequently asked is if the noise of the teams in the streets does not perplex me.

Any loud noise, when it first comes upon me, confuses me until I get used to it. But, if it continues any length of time, I can adjust myself to it. For instance, a team loaded with iron bars is the worst thing to contend with that I commonly meet. But, if I walk beside one for a few

minutes, I gradually get used to it, and am able to take the extra noise into my calculations, so that I am not greatly disturbed by it. The noise of escaping steam, as when a locomotive is "blowing off," is the only thing to which I cannot adjust myself fairly well; but that is deafening, and for some reason can never be calculated upon.

I hope my sighted readers are convinced that the blind are not gifted with any faculties which they have not, but that it is purely a matter of education, whereby we train faculties common to all to a special line of service; that we are able to walk without the use of our eyes, because we observe things which are apparent to those who see, but which, having no occasion, they never note; and that we take cognizance of those things with faculties which they would never think of using for that purpose, because they have no need to do so.

JOHN VARS.

Newport, R.I.

AFTER GRADUATION.

I.

HOME-COMING.

MABEL FORRESTER leaned back in her seat in the swiftly flying train, and meditated. She had been over the same road many times before; but those had been vacation days, and this journey was different. The doors of the dear old college had closed upon her, as a student, for the last time. There would be no more going back to school. She sighed a little as she realized this, and thought of the dear friends from whom she should now be separated.

But her mind was not altogether occupied with vain regrets for the past. They cast a few shadows over the sunshine of the present, but they vanished as quickly as they came; for Mabel was full of happy dreams for the future. And why not? She was young and strong. Her education had been thorough. Every sense but one was

perfectly developed, and trained to its best possible use. She had taken first rank in school, and had graduated with honor. Surely, future achievements would be as easy as those of the past. Her school training had so supplied the deficiency of sight that she scarcely realized her loss. If she thought of it now, she said to herself: "I have all else, — a good education, fair ability in almost everything. Surely, these will make up for the one deficiency." And this young girl, full of hope and honest ambition, laid her plans and built her air castles, while the train sped on, and the June afternoon drew to a close.

"So you've come home to stay," said Mr. Forrester, as he helped his daughter into the carriage and turned his horses' heads in the direction of the farm.

"Yes: I have graduated," Mabel answered.

She had sent him a programme, and had hoped that he would attend her commencement; but he had not done so, nor did he now ask a question concerning it. Hurt by his indifference, Mabel refrained from mentioning the subject thereafter, though she longed to have some one manifest an interest in this, the greatest event of her life thus far.

Presently her father continued:

"I don't know how you will pass away the time, but I suppose you have learned some way to amuse yourself. Your Aunt Sue has her hands full to do the work and take care of the children's clothes, and it is too bad to put an extra burden on her. So I hope you will make her as little trouble as possible."

Mabel's mother had died many years before, when little Lizzie was a baby; and Mr. Forrester's maiden sister had come to be the mistress of his home. She had filled the position well; and, though Mabel had not been much at home since her mother's death, she both loved and respected her aunt. But what did her father mean by her being a "burden," making trouble, etc.? She only said in reply: —

"Of course, father, I shall not make any trouble. I shall help Aunt Sue a great deal."

"You help her! What can you do?" said her father; and the incredulity in his tone stung Mabel to the heart. Restraining the tears which sprang to her eyes, she said quietly,—

"Wait and see."

But her heart was heavy, and it sank lower still when her aunt said to her that evening: —

"Well, if you have come home to stay, I do hope you will be contented, and not make it any harder for us than it is. It seems too bad that brother William should be afflicted with a blind child."

Mabel sat by the open window in her room that night long after little Lizzie was sleeping soundly. Outside the soft night wind whispered through the trees that stretched their great, leafy arms toward the house. Now and then the chirping of some bird to its mate broke the stillness. The sweet perfume of the big pink and white roses under her window came floating to her on the soft night air, and strangely reminded her of the night of her graduation. Once more she heard the voices of her classmates, the applause of the audience, the congratulations of friends and teachers. She felt again the warm air sweet with the breath of her graduation flowers. Alas! those flowers were withered; and of what use had it all been? What did the people here know or care about it? Was she considered a burden, an affliction, one who could only amuse herself through life?

These thoughts were not pleasant, but presently her hopeful nature reasserted itself. "They do not know what I can accomplish," she said to herself. "They evidently think I cannot do anything. But I will surprise them; and, when they see what I can do, they will talk differently."

So Mabel resolutely thrust back the doubts that had begun to gather in her skies, and once more the star of hope illumined her pathway. A. M. H.

Des Moines, Ia.

(*To be continued.*)

THE AMERICAN ASSOCIATION.

Dear Mentor:

In a well-written article in your September issue, entitled "The American Association of Instructors for the Blind," and signed "C.," it is stated that said association was organized at the convention which met in New York City in August, 1853. This is an error; and, as it is a matter of history, I take the liberty of correcting the mistake. I have before me a printed copy of the proceedings of the convention of 1853. No mention is made of such organization.

A resolution was adopted that a committee be appointed to call another convention, but the names of the committee are not given. Whoever they were, they seem to have slept on their honors; and no convention was called by them. In the year 1870 I visited Boston. In a conversation with my old friend, Grosvener T. Murdock, he remarked that, if a convention of educated blind persons could be had for an interchange of views and a recounting of experiences, successes, and failures, it might be productive of much good. The idea struck me as a good one; and, as I expected to call at five or six institutions for the blind on my way to Arkansas, I promised to talk the matter up. My first conference was with Messrs. Wait and Babcock, in New York. They favored a convention, but thought that it should include seeing educators of the blind. This seemed to be the general opinion. I found Mr. W. H. Churchman, of Indianapolis, especially interested. He said that the convention could meet at his institution, and at my solicitation undertook to work the matter up. On April 10, 1871, he sent to all the institutions for the blind in the United States a circular of inquiry as to whether a convention was desired, and, if desired, when and where it should be held, together with other queries. On the 25th of May following, having

heard from twenty-five of the twenty-seven institutions addressed, he issued a call for a convention to meet in the Indiana Institution for the Blind, in Indianapolis, Aug. 8, 9, and 10, 1871. At that convention, as shown by the printed proceedings now before me, the American Association of Instructors of the Blind was organized by the adoption of a constitution and by-laws and the election of officers. The first meeting of the association, after its organization, was held in Boston in 1872. In his opening address at that meeting the president, Dr. A. D. Lord, said, "Most of those present are aware that the American Association of Instructors of the Blind was formed in accordance with the action of a convention assembled at Indianapolis, in the State of Indiana, on the 8th of August last."

While dealing with history, let me mention another point. In the proceedings of the Brantford Convention, as reported in your October issue, there seem to be two claimants for priority in introducing the Braille, Mr. Wait claiming to have found it in the New York Institution in 1837 or 1838. In 1835 I entered the Perkins, then known as the New England, Institution for the Blind. I found it in general use among the pupils, and learned myself a system of point writing identical with the Braille, though we did not then know it by that name. It was taught by Mr. Trencheri, first literary teacher in the school, who was educated in the Paris Institution.

OTIS PATTEN.

Little Rock, Ark.

THE BLIND STUDENT OF LATIN.

My early training in Latin was by no means what it ought to have been. There were six or eight of us studying together in the Pennsylvania Institution for the Instruction of the Blind; and, candidly speaking, I think I was the drag of the class. Since there were no embossed text-books on the subject, the method of instruction was exclusively oral. This was unfortunate for me, because I had never been accustomed to study in that way; but the class could not be kept back on my account. On they went, from day to day, leaving me to plod along as best I could. The instructor was very kind to me. If I would ask him questions out of school, he was always ready to help me. The fact is, I knew so little about what I was doing that I honestly could not frame intelligent questions on it. If I was asked once, I was asked a hundred times what it was I did not understand. It was absolutely impossible for me to tell. So the year wore away. I had pretended to read twenty chapters of Cæsar, but my knowledge of Latin was so limited that I was ashamed to know I had studied it.

I said there were no embossed text-books in Latin. When we began the subject, this was true. Very soon, however, this institution, on its own responsibility, negotiated with the American Printing House to get out the first four books of Cæsar in New York point, without vocabulary, notes, or maps. Principal Battles desired that the text be as accurate as possible, so he stipulated that the proof-sheets be sent to the institution for examination. They came by instalments of five or ten pages each. The method of correction consisted in the instructor's reading the ink text; while some member of the class, sometimes myself, more often one of the others, passed his fingers over the point pages. The errors were noted, and returned with each instalment of sheets. Half a dozen copies of

the corrected proof were ordered for the use of the class, so that a portion of the text was ready about as soon as we were.

For lexicon work and explanations of hard passages we had to depend wholly upon the instructor. Here, again, I was at a disadvantage, because I could not seem to remember as well as the others what was said in the class-room. Under these conditions, I could not be fond of my work. My dislike for the study increased at every recitation. I wished all the Latin authors had died before they learned to write.

At the close of the year I went to Northern Vermont with our instructor. There he tutored me all summer. I struggled on, working four or five hours a day till the first book of Cæsar was finished. While my progress was better than it had been in the institution, it was anything but satisfactory. Attempts to translate, with my meagre knowledge of Latin grammar and with no vocabulary of reference, had well-nigh discouraged me in the prosecution of my work.

My tutor suggested one day that I could get better training in an ordinary school for less money than I was paying him, and advised me to try St. Johnsbury Academy. At first I shuddered at the idea. Then I decided to make one final effort. I entered the academy in the fall of '88. At the time when my spirits were lowest, and when the slightest additional discouragement would have ruined me for life, I received an impetus which happily sent me in the opposite direction.

By the end of my year in Philadelphia only about half of the Cæsar text had been corrected. The subsequent instalments were sent to my tutor in Vermont. All the point reading now fell to me. At the close of the summer not more than twenty pages were left. These were forwarded to me for correction at St. Johnsbury. I procured a copy of the book as soon as it was out. I venture no individual accusations of carelessness in its preparation, but I found a great many typographical errors when I read the text.

At St. Johnsbury I entered upon the third year of the course. I had two Latin recitations a day,—one Cæsar, and one Virgil. In Cæsar I used the text of which I had read the proof. In Virgil I had a volume containing the first six books in line letters, gotten out some years ago by the American Printing House. The lessons in each of these subjects I worked out with a classmate, paying him so much an hour for the time expended. We made our study perfectly social. Each from his own text, we read to the first strange word. He looked this up, and we continued as before. It was always his duty to consult notes, explain maps, etc. I found this method of study thoroughly successful and very satisfactory.

My senior year in the academy involved much additional work. I had now passed beyond the only two embossed Latin books in print. There was no chance for me to proceed except by preparing my own text. At my reader's dictation, I sat down and copied the first assignment in New York point. Repeating the experiment at the second and several other exercises, I found that it was possible to write out the text each day. This was a happy discovery, for it placed at my command any Latin for which I could afford the time and money. At first I wrote slowly, but the continual practice arising from the necessarily enormous amount of copying attained for me a speed of seventy-five or eighty lines per hour.

At St. Johnsbury I read in Cæsar, Virgil, Sallust, Ovid, and Cicero all the Latin required for a college fit. Then I entered college, and pushed my study still further. There portions of Horace and Tacitus were added to my list. In each case, I copied the text in point; and the subject which formerly discouraged me so became my favorite study.

To my knowledge, only one Latin book, a small lexicon, has been put into raised print since the publication of the Cæsar text. The number of books is entirely too small. I admit that Latin works would be used by only a few blind students, but it seems that even those few should be

given fair opportunities. I am aware that books in raised letters are expensive; but it seems to me that two or three Latin works, wisely selected, would be worth their cost. For example, the need of a Latin grammar in some form has long been felt. We have now a Cæsar, a Virgil, and a lexicon; but we are deprived of the very key to their use in the absence of a grammar. Should it not be possible to do otherwise, let a grammar be substituted for one of the novels that are being embossed from time to time. If this were done, all the institutions could at once introduce the highly profitable study of Latin into their regular course.

WILLIAM GIBBON.

WESTERN PENNSYLVANIA INSTITUTION FOR THE BLIND.

THE corner-stone of our new institution building was laid with appropriate ceremonies on last Friday afternoon, November 25. As the weather was cold and damp, the exercises after the formal laying of the stone were held in the lecture-room of the Bellefield Presbyterian Church near by. Prayer was offered by Rev. Dr. McClelland, pastor of the church. Rev. E. P. Cowan, D.D., who was one of the first persons to take an active part in the movement to establish an institution for the blind in Pittsburgh, delivered the principal address. Short addresses were also made by A. M. Marshall, Esq., president of the Board of Managers, Rev. Dr. H. C. Applegarth, Dr. John G. Brown, Mr. Percy F. Smith, and Rev. J. F. M'Crory. The latter, who was also one of the early promoters of the enterprise, pronounced the benediction. The music for the occasion, which was rendered in a manner that brought forth hearty commendation, was furnished by the pupils of the institution.

In the stone was deposited a copper box containing the

annual reports of the institution, a copy of the deed for the five acres of ground on which the building is being erected, which is a gift from Mrs. Mary Schenley, a portrait of that lady, a list of the contributors to the fund for building, a number of United States coins minted this year, copies of Pittsburgh papers, etc.

The buildings, when completed, will cost upward of $150,000. This sum added to the estimated value of the ground will make the property worth $250,000. Work on the building is progressing, and we hope to be able to remove to our new quarters some time next fall. We shall then be able to accommodate from 150 to 200 pupils.

H. B. JACOBS.

PATIENCE AND COURAGE.

GLADSTONE has said that the two qualities most necessary to success in life are patience and courage.

That all desire to make a success of life we will assume, although inwardly conscious of the fact that many fail to comprehend the great responsibility of the life that is given them. If, then, patience and courage are necessary for all who desire to have a part in the world's work, especially are these elements required by those hampered by the deprivation of some seemingly invaluable physical sense.

Patience is needed not only for the endurance of such deprivation, but in the overcoming of such obstacles as must necessarily be encountered. Courage is like the steed which leaps lightly over all intervening bars, and bears its rider to the point for which he set out.

What success in life means is a question whose answer for me is perhaps not the answer for you; but to use to the utmost all the powers that God has given us is all that he expects, and it is for God and eternity that we want our

lives to tell. Perhaps most of all I would urge the thought that self-seeking and self-serving have no part in any true life. If one part of your armor be defective, instead of causing you to withdraw from the battle, let it urge you on to more earnest use of what is left. Perhaps you must turn to the full-armored for aid where you are lacking; but "strengthen the things that remain," that you may amply repay your brother, who is contending by your side.

Independence is a good word to have on our banner: let us polish each letter until the whole stand out clear and bright; and yet we must ever remember how the threads of our lives make but the one garment. If you attempt to detach one thread and make a separate web, what a poor useless thing it will be! So it seems to me that much of life's success depends upon the amount of service we render to others. Many lives of truest helpfulness have been those which in some measure outwardly were crippled for all time. To be well-rounded in all mental and spiritual things is better than any physical perfection.

Then, indeed, to make the most of one's self for the sake of a needy world lying all about us is a worthy endeavor.

"Far on, above me stands Myself ideal,
What I might be;
And ever, eager, I am reaching on
To that I see."

It is the best of all vision that can see a noble ideal, and the best of all effort that reaches it through many difficulties and discouragements.

Patience and courage are words of inspiration for all my dear blind friends, as they strive for that which will make their lives a real success.

Places of honor and influence await you as well as the seeing; but the best place of all is in the hearts of your fellow-travellers, and in ministering unto others you will yourselves receive blessed ministry. F. H. D.

AT HOME AND ABROAD.

ALABAMA.

ACADEMY FOR THE BLIND, TALLADEGA.— We learn from the *Messenger* that school closes the Friday before Christmas, and opens on the following Wednesday. The girls are very busy making Christmas presents, and the teachers and officers are planning to make the approaching holidays as pleasant as possible for all.

The girls have recently organized a literary society which meets in the study hall every Saturday evening, and the Chautauqua Circle which meets at the Orphan's Home has four members from the Academy.

CONNECTICUT.

HARTFORD.— The fair of the Heart Sunshine Society, which was held at the First Regiment Armory, December 13, 14, 15, was an important event for Connecticut. It has called her attention to the blind population of the state, reminded her of their rightful claim to a share of the business occupations and the responsibilities of life, and by its management of this undertaking has demonstrated the ability of the blind to perform their part creditably and successfully. This ability was not only evinced by their zeal and success in *doing*, but equally by the grace and gratitude with which they gave place to others, and by the spirit of frank and cordial co-operation in which the blind and the seeing worked together for a common end.

The fair itself was a bazaar, in which many of the booths were supplied by the merchants of Hartford with goods to be sold on commission: other goods were given, and one table was filled with articles made by the blind. The Armory was finely decorated, the art gallery and a Japanese pagoda, with its dainty imported articles, adding much to the beauty. One of the prettiest features was the flower booth, a large boat moored in a sea of greenery. In con-

nection with the bazaar a series of entertainments were given. The Hartford Mandolin Club, the Zither Club, and individual artists freely gave their services, several blind persons contributed vocal and instrumental music and recitations, and a concert by sixteen little children — the kindergarten orchestra of the Perkins Institution — was especially entertaining. Notwithstanding the unfavorable weather throughout the fair, the attendance was large, and the proceeds (at this writing not exactly known) it is considered safe to estimate at from six hundred to eight hundred dollars.

The Hartford *Courant*, in commenting upon the results of the fair, says that the people of Hartford "are very glad to put on record their appreciation of the excellent spirit and unusual ability shown in the management of the enterprise, which, in all its scope and with all its unusual features, was, from first to last, in the hands of the blind."

ENGLAND.

LONDON.— The Executive Committee of the Armitage Memorial has issued a report of its work. The Armitage Memorial Fund was inaugurated May 7, 1891, at a meeting held at Grosvenor House, the Duke of Westminster in the chair, the proceeds to be devoted to "cheapening and extending the publication of books and music issued by the British and Foreign Blind Association in the Braille type." Advertisements were inserted in the public press, and circulars were sent out asking for subscriptions, to which the response has been so cordial that the treasurer's account July 30, 1891, shows an investment of £2,500, and a cash balance of £1,315 12*s.* 1*d.* deposited with Messrs. Barclay, Bevan & Co.

The committee have placed the "fund" in the custody of the British and Foreign Blind Association, at the same time passing a set of resolutions, which, however, leave with the Association a great degree of freedom in using it for the above-mentioned purpose.

WORCESTER.— BLIND COLLEGE FOR SONS OF GENTLEMEN.— Of the twenty-seven students who have graduated from this college at the various universities, nine have graduated at Oxford, nine at Durham, five at Cambridge, and four at Dublin. By the constitution of the college the head-master is empowered to take a certain proportion of sighted pupils to be prepared for the public schools, army, or universities. The reciprocal advantages of this arrange-

ment, both to blind and sighted pupils, can scarcely be over-exaggerated.

A DAY AT THE COLLEGE.

Work begins at 7.30, and lasts until 8. This early morning hour is devoted to Greek Testament or Scripture. At 8 there is breakfast. At 8.50 matins takes place in the organ-room, at which one of the students reads aloud a portion of Scripture from an embossed Bible. A hymn and collects conclude the service. After the morning prayers the students separate to their various class-rooms, and work is continued until 12, when there is usually play and recreation until 1, which is the hour of dinner. From the conclusion of dinner until 4 the time is occupied with relaxation and music practice. At 4 work is resumed, and continued until 6, the hour for tea. Tea is followed by evensong. Then follows a period of preparation for the work of the following day, the pupils retiring to rest at different hours according to their age. A lesson in music is thrown in at regular intervals twice a week, and as much oral reading as can be stolen from play and lessons is secured. In their play-time the boys are encouraged (and indeed are naturally inclined) to play as much as possible on the model of their sighted fellows. They are thus made thoroughly at home in the usual English games, which they can play under slightly altered circumstances; and, in playing and working and discussing in conversation at meals the play and the doings of others, the day goes happily by. On Sunday mornings before church and on Sunday evenings after church an interesting reading is always provided by the head-master; and on Sunday afternoons, when the weather permits, a walk is taken by all the students, accompanied by the head-master.— *Report for* 1892.

FLORIDA.

ST. AUGUSTINE.— "Christmas will be observed at the Institute [for the Deaf and the Blind] in the usual way. There will be a Christmas tree and other diversions for the little ones. Every child will be remembered with at least one present. Parents are urged to send little gifts from *home*. These will be placed on the tree, and there will be an added pleasure to the ones receiving them to know they have not been forgotten by the home folks." This is what the *Institute Herald* says; and on another page, in reply to the inquiries of parents, it gives notice that "pupils do not go home during the holidays."

FRANCE.

PARIS.— M. Ballu, professor at the National Institution for the Young Blind, and for several years an *officier d'Académie*, has been elected an *officier d'instruction publique;* and M. Guilbeau, also professor at the National Institution, has been elected *officier d'Académie.*

HOLLAND.

THE INSTITUTION FOR THE BLIND AT GRAVE is constantly growing, according to the last report. Since 1887, when the number of pupils had reached forty-four, it has risen to ninety. The institution, which is under the care of Herr Van Kessel, receives the young Catholic blind from all parts of Holland, and teaches the various school branches, music, and handiwork,— plaiting, basket-work, and female handicraft. Brush-making will soon be introduced. The growth of the institution is the more remarkable because it is a purely charitable establishment, and supported wholly by small donations. The blind who are poor are received gratis. Appended to the report is an account of the Kiel Congress, and an article upon the reading of the blind.— *Der Blindenfreund.*

MASSACHUSETTS.

PERKINS INSTITUTION FOR THE BLIND.— The appearance of measles in the boys' department for a time occasioned much anxiety. Some fourteen cases occurred; but, fortunately, the girls' department and the kindergarten have escaped the disease, and most of the sick ones are now quite recovered.

The Braille-writers recently received from Illinois are giving great satisfaction. They are used with delight in the classes; and, out of school hours, the room in which they are kept is besieged by eager applicants, waiting for opportunities to borrow the machines for their own use.

The new building at the kindergarten is receiving the finishing touches, the officers have been engaged, and many little blind children are waiting to know the exact day in January when they may enter this delightful home school which is being prepared for them.

School closes for the Christmas holidays on Friday night, December 23 and on Monday, January 2, the children reassemble.

Nearly all the teachers and about three-fourths of the pupils spend the holidays at their homes or with friends in different parts of New England. Those who remain receive some gift on Christmas Day; and reading, walking, and various diversions make the vacation pass pleasantly, notwithstanding a sense of loneliness which occasionally comes over one when a large and busy household is suddenly deprived of more than three-fourths of its members.

MICHIGAN.

SCHOOL FOR THE BLIND, LANSING.— A correspondent, writing under date of December 10, mentions a complimentary entertainment in course of preparation, to be given to the retiring Governor of the State and the Board of Trustees of the School, December 21. One hundred invitations are to be issued to the *élite*. After a long musical, literary, and calisthenic programme the entertainment will close with a banquet.

MISSOURI.

THE MISSOURI SCHOOL FOR THE BLIND, which opened with the brightest prospects for a year of splendid work, has suffered such serious disappointment and sorrow as cannot fail to touch the tenderest sympathies of all our schools. Typhoid fever, which has been prevalent in the city of St. Louis, made its appearance in this institution, prostrating sixteen of the pupils, sending thirty-five others to their homes, and interrupting school work for weeks or months. While the fever was raging among the children, the matron, also, was prostrated by a severe illness. Four of the pupils were brought very low, and news of the death of two of these has reached us. In addition to this heavy burden of care and anxiety, Superintendent Sibley has suffered a great personal bereavement in the death of a beloved sister.

NORWAY.

THE INSTITUTION FOR THE BLIND IN CHRISTIANIA numbered, according to the report for 1892, 70 pupils,— 35 boys and 35 girls, — who are taught, in six school classes and one class of adults, by Superintendent Mathiesen, five teachers, three instructors in handiwork, and four trade teachers. The Fröbel occupations and mod-

elling are introduced as a part of the training. Ten pupils receive instruction in music. As trades, plaiting, basket-making, turning (by lathe), carpentry, and (since September 1 of last year) shoemaking are taught. In carpentry they make, among other things, chairs, cupboards, chests of drawers, benches, and boxes. The teacher of shoemaking was educated at the Institution for the Blind in Copenhagen.— *Der Blindenfreund.*

PENNSYLVANIA.

THE WESTERN PENNSYLVANIA INSTITUTION FOR THE BLIND, Pittsburgh, has published its report for the year ending May 2, 1892. This is a school established for the education of blind youth of the western part of Pennsylvania; and, since there is a large institution of similar character in Philadelphia, it is the policy of the directors to refuse applicants from the eastern part of the State. From its opening, Oct. 15, 1890, to May 2, 1892, 32 pupils — 18 boys and 14 girls — had been received, 26 of whom were still in attendance. The school is now occupying temporary quarters, while a large and commodious building, planned in accordance with the judgment and experience of Superintendent Jacobs, is in process of erection. On another page will be found an account of "laying the corner-stone" of this new edifice. Meanwhile the school is being conducted under some difficulties, but the purpose and spirit of its teachings are illustrated by the following paragraph quoted from the above-mentioned report: —

"Our purpose is to train our pupils to be persevering, self-reliant, and prompt in all their work. In every department, in fact everywhere about the school, they are taught to do for themselves all they can do. The teacher or parent that does for a blind child what he can do and ought to do for himself, not only does an act of mistaken kindness, but may do him a positive injury. We feel that the greatest kindness we can show our pupils is *not* to do their work for them, but to show them how to do it, and to insist upon their doing it themselves. We believe in that practical sympathy and those acts of kindness that have in view, in the fullest sense, the future welfare and happiness of those to whom they are shown."

PRUSSIA.

KIEL.— The place of head master in the Provincial Institution for the Blind at Kiel, recently vacated by Herr Mohr (now director of the Institution for the Blind in Hanover), has been filled by the appointment of Herr Wiedrow, formerly teacher in the Royal Provincial Institution for the Blind at Neu-Torney.

KOENIGSBERG.— *Der Blindenfreund* publishes a "call" to all those who are interested in helping the blind to attain a higher position in life by the better cultivation of their mental powers, to come forward and assist in establishing, in some large city of Germany, a high school of music for the blind. A committee for this purpose has already been formed in Königsberg, and it is proposed to form local committees in various places to arouse an interest in this movement. The friends of the blind and the charitably disposed are invited to make suggestions and express their views upon the subject to the secretary of the committee, G. Neumann, Oberhaberberg 93, Königsberg.

SOUTH CAROLINA.

CEDAR SPRING.— Our year opened with a larger number of pupils than in any year in its history. There are more pupils in the department for the deaf and dumb, and therefore more teachers. In our department for the blind there are thirty-one pupils, for whom there are three teachers, one of music and two for other studies. Our school is in the country, among hills and woods of oak and pine. The building is very beautifully situated on a hill overlooking the spring; and, while it is in every way a school, it has a most homelike feeling, and the children, on returning at the opening, come as they would to a dear home, — for it is in many ways such to them, at least to the pupils of the deaf department, who are so happy here. In our department for the blind we have as fine a school as one would wish to visit. Of course, we do not expect to have just that perfect success that larger schools have, as we have not the many advantages of schools in cities; but we have many worthy pupils on our roll. In the musical department we have some who are very gifted. We have one very good pipe organ, one small organ, and five pianos. We have also a fine brass band, a small orchestra, and quite a large

choir, all under the care of Professor Mears, a graduate of the Institute for the Blind in North Carolina. He is a gifted musician, also a composer of music. We have a very interesting society called the Palmetto Lyceum. We also have a band of King's Daughters. Just now we are all busy getting ready for Christmas. We have quite an extensive shop for the boys who are employed at mattress-making and many useful trades.

I am very pleased to know how well *The Mentor* has been kept along, and I wish it and all its friends a glad New Year, and, trusting that more friends may be added,

I am, dear *Mentor*, your

Interested friend,

BESSIE P. WRIGHT.

VIRGINIA.

STAUNTON.— At Christmastide only two holidays are given at the Virginia Institution for the Deaf and the Blind. These are Christmas Day and New Year's Day. This regulation was made by the Board of Visitors nearly twenty years ago, according to the *Goodson Gazette;* and no pupil is allowed to go home for the Christmas holiday. But the week or ten days which was formerly given at this season is made up to the pupils by shortening the session in June.

EDITORIAL NOTES.

WE WISH YOU HEARTILY A GLAD NEW YEAR! with an earnest desire that in the coming days we may work together in closer sympathy for the end which you and we are seeking,—the advancement of the blind! Let us help one another!

The ages which made slaves of the sightless, or gave them, at best, the dole of charity, have not yet quite passed away. From China still echoes the pitiful cry of blind women slaves to the greed of their masters. In Europe and America hundreds of blind children still sit in helpless ignorance; and thousands of men and women despondently ask, "What can we do?"

The last century has witnessed the birth and growth of schools for the sightless, and friends have given right generously to promote the means of education. Reparation for eighteen centuries of neglect has begun, and the blind themselves can help it onward. They can no longer afford to remain passive recipients of the bounteous labors of others for their welfare, content if they earn their own bread or fortune favors them with means to buy it. It is theirs to *give*, as well as to receive! to earn the right to honorable recognition as coworkers with their fellow men by standing shoulder to shoulder with them in united efforts for a brighter future for those who labor in darkness!

For progress in all that facilitates their education; for better preparation for business, for social and for domestic life; for a wider field of practicable occupations; to bridge the chasm between the sighted and the sightless by a mutual understanding of each other's powers and limitations, aspirations and needs; and to remove that distrust, that impression of the helplessness of the blind which bars their progress more effectually than lack of sight,—these are some of the objects for which *The Mentor* strives, and asks your help in striving.

* * *

THE PORTRAIT OF WILLIE ROBIN, prepared for this number, was to have been accompanied by a sketch, which, unfortunately, has been delayed; and we must go to press without it. This little blind and deaf child has just revisited her old home on a Texas ranch, and, after a separation of nearly two years, has met her parents for the first time since she has learned to communicate with the outside

world. She has found the familiar forms of what, to her, is a remote past, now clothed with new and wonderful meaning; and memories of the days when inexpressible ideas floated in the chaos of her mind are now recounted in coherent (manual) language. This story will be told in the February number.

* * *

WE give in this number the first chapter of a serial which, as a story from real life, has a peculiar interest.

* * *

OUR attention has just been called to a new invention which promises to be of value to blind women. It is a dress-tracing machine, which, it is said, can be used equally well with or without sight,— a twin sister to the sewing machine, the former enabling one to cut her dresses, and the latter to make them. The news came to us late, and we cannot speak of the machine from personal knowledge; but we hope those interested in dressmaking will inquire, for Mrs. Cooke's invention, of the Hanmer-Cooke Dress-tracing Co., 851 Chapel Street, New Haven, Conn.

* * *

AMONG other cheap devices helpful in teaching geography to large classes in our schools is an excellent one recently sent to us from the Illinois Institution for the Blind. A number of sheets of thick paper — twenty, perhaps — are held together with paper fasteners, the outline of any desired state or country is drawn with pencil upon the upper one, and the whole cut with a band saw following the pencil line. One of these sheets (now showing outlines of the country which is the subject of the lesson) is given to each pupil in the class; and after he has become familiar with its contour he places it upon a piece of pine board and locates cities, using for the purpose architect's thumb-tacks.

* * *

THE third volume of *The Mentor* begins with the present number. Your interest in the blind implies an interest in the subjects herein discussed, and we seek your aid in order to aid you the more effectually. The results of your experience, the questions that perplex you, the suggestion of better things, the noteworthy events of daily life,— these we solicit from your pen. We ask your assistance in extending the circulation of *The Mentor*, and we assure you that your promptness in renewing your subscriptions will relieve us of much labor and allow us to devote the time to the magazine itself.

THE · WEEKLY · REVIEW,

5 Somerset St., Boston, Mass.

The *Weekly Review* has been established for the purpose of meeting the demand for *completeness* and *brevity*.

People have become more and more conscious of their helplessness in the presence of the overwhelming mass of literature appearing every day,— books, magazines, weeklies, newspapers, scientific papers, philosophical journals, trade papers, art papers, literary papers, etc.

Every one suffers under the oppressive consciousness that he cannot possibly read all this printed matter; and, what is worse, that he cannot even find that small part of it which he most wants to read.

Hence the *Weekly Review*.

This incomparable paper, besides many merits which will be best understood upon examination, has this unique merit; that it satisfies the desire for completeness by giving a review of the entire field of literature,— books, magazines, even daily papers. Nothing escapes attention; and every one can find what he otherwise cannot possibly find, the very thing he wants. All classes of publications are reviewed: all books, essays, and articles are classified and catalogued. Interesting original articles every week. There is only one way to be convinced,— seeing is believing.

Annual Subscription, $2.50. Sample copies free.

DAVID DUFFLE WOOD.

THE MENTOR

VOL. III. FEBRUARY, 1893. No. 2

DAVID DUFFLE WOOD.

MR. WOOD is generally known as one of Philadelphia's best organists; but those who know him well, recognize in him a cultured musician, as great a teacher and a composer as he is a performer. The elements that make a man successful in life are complex and difficult to point out. It is improbable that Mr. Wood inherits a talent for music. He says that his parents were not musical, neither is one of his five brothers nor any one of his host of cousins. In his case it seems that industry, perseverance, intense love for his art, and that genius which has been defined as the power of taking pains are the qualities which have made him successful.

Mr. Wood's parents were pioneers, living at the time of his birth, March 2, 1838, in the outskirts of the then pioneer district of Pittsburgh, Penn. The father was a hard-working carpenter, who housed his family in a not too tightly built log cabin. This father had one quality which he transmitted to the son, strength of will. When a babe of a few months, the boy lost the sight of one eye from cold and inflammation. He continued to see very well with his other eye until he was two years and ten months old. It happened at this time that the boy, who was very mischievous, stole down cellar after his sister, in order to blow out the lighted candle which she carried; but, alas for his prank! the girl rose just as he was leaning over her, and unwittingly lifted the candle into his good eye. He took the scarlet fever soon after this accident. He arose from his bed totally blind.

The boy was so young, however, that he did not realize his loss. He played about over hill and dale as before. Once he was nearly run over by a lady who was out driving. This lady became interested in him, and informed the father of the School for the Blind at Philadelphia. About this time a delegation of its pupils and teachers visited Pittsburgh. The father then resolved to send the lad to school. He came in the care of a merchant, travelling by canal, the journey lasting five days and five nights. On Oct. 21, 1843, the little boy, then five and one-half years old, entered the Philadelphia school. The merchant, an interested friend, remained the only source of communication with his home that the boy had for seven long years.

Although lively at home, he became quiet and subdued at school. As a pupil, he was rather slow, but very persevering. However, but little was required of him. His music studies began with theoretical class instruction independently of the instrument. A violin was early placed in his hands to amuse him. He learned to play the flute at eight years, and soon, without any instruction at all, became flute-player in the school orchestra. A year or two later he applied his theoretical knowledge, which included harmony, to piano practice. Here, then, are three instruments which he learned to play without receiving a single special lesson.

In 1850 the school organ was but a "box of whistles." Still, the younger pupils were not permitted to touch it. One day, however, during this his twelfth year he stole some practice on it, and succeeded in playing so well that he was allowed to continue from that time; but he received no lessons in organ playing. In fact, he received none until his term of eight years had expired. But, as his time was extended, he actually received six months of special instruction in organ playing from the principal instructor, Wilhelm Schnabel, an excellent musician and an accomplished scholar. From him Mr. Wood received his inspiration to become a musician. This six months of real instruction is all that he ever received, although he after-

wards obtained a few special lessons in the church service, which were of little value, as he had had abundant practice in accompanying the singing at the daily school prayers. Mr. Wood states that this experience helped him more than any teaching could have done. As the best organist of the school, he was continually called upon to accompany others in solo or chorus work. All this was of inestimable value to him, for it is the testimony of the best musicians that all students of music ought to gain a large experience in concerted playing.

Although his chief attention was given to music, yet this never crushed out his school studies. Mr. Wood was a great reader. Mr. James G. Blaine was his teacher in mathematics for two years. Under him he studied algebra, plane and solid geometry, trigonometry, and analytics; and of this pupil Mr. Blaine once said that he might have been one of the greatest mathematicians of the age. Mr. Blaine was a clear and forcible teacher, and from him Mr. Wood imbibed his own excellent methods.

After thirteen years of institution life Mr. Wood left to teach in the city. Still, his connection with the school was never wholly broken, as he continued to practice on its organ and to take part in its weekly exhibitions. He was very active during these first years of struggle, going everywhere about the city, early and late, to give lessons, applying for every organ position that he learned was vacant or to be vacant. He received many refusals, but here his persistence told. So also did his good sense; for, even though he was without a position, yet he kept himself in practice, and so was ready to grasp the first opportunity that offered itself. In his own words, "This should be a lesson to our graduates, many of whom, falling out of practice, fail at the time when they need to be in perfect practice." For example, Mr. Wood's first organ position was gained in this wise. No one else could be found to play the Easter service in a certain Episcopal church of the city. Although but two days intervened, he said he could do it. The rector's wife read the music to him,

which he learned in less than an hour; and the rehearsal passed off well. Nevertheless, people were sceptical as to the service itself; but this passed off perfectly, too. Then he was hired on a month's trial, and there he remained at a hundred dollars a year until the church disbanded. His next position brought him fifty dollars a year, his next nothing; but all this time he was gaining experience and gaining friends, two essentials in the successful career of a rising musician. His next church discharged him (this was in 1864) just as he had completed arrangements with St. Stephen's Protestant Episcopal Church, where he grew, in 1870, to be choir-master as well as organist. And this is his position to-day. His choir consists of a paid, double quartette of mixed voices, and furnishes perhaps the best church music in Philadelphia. Three times have other churches urged Mr. Wood to accept a higher salary elsewhere, but in each case St. Stephen's Church has refused to allow him to leave.

Mr. Wood is also organist and choir-master at "The Temple," the huge Baptist church in this city. Here he can play only on Sunday evenings, deputing Mr. Geibel as assistant to play for him in the morning services. The Temple choir consists of one hundred and fifty mixed voices. This fall the choir gave the oratorio of the "Creation," with full orchestra and organ accompaniment. Mr. Wood drilled the chorus.

Since 1879 he has been one of the faculty of the Philadelphia Musical Academy. Here he is the senior organ teacher, teaching eight hours a week. He is principal instructor of music at the Philadelphia School for the Blind, giving to it eighteen hours a week; and let it be said that his presence alone is an inspiration to his pupils to follow in his footsteps, for what one blind man has done another can do.

St. Stephen's Church having wisely and generously allowed his pupils to practice on its organ, Mr. Wood has been enabled to train more organists than any other musician of the city. His average day's work begins at eight

in the morning, and ends at six in the evening. He has always worked hard. He works just as hard to-day as he ever did, for he understands that it costs as much effort to keep a reputation as it does to make it. When he was beginning his career, he drafted anybody into the service of reading music to him. In this way he was able to study and commit to memory the works of the great masters, such as Handel's "Messiah," Haydn's "Creation," Mendelssohn's "Elijah," and Bach's "Well-tempered Clavichord." Thus he was laying by a store for future use. He always understood and followed out Von Bülow's saying, "There is nothing easy if you wish to do it well." Those of the blind who would succeed in the profession they adopt must learn that mediocrity will not do. To overcome a very natural prejudice in the seeing, they must excel other competitors or consent to be left behind by those who are not similarly hampered. Of late years it may be said that Mr. Wood's blindness has, in a way, increased his reputation as an organist; for to the unthinking it lends to his performance the glamour of the wonderful.

Mr. Wood's compositions have been many, but very few of them have been published. Most of them were composed for his own choir, and are elaborate and intricate. His time has been so much in demand for teaching that he has had none left for putting the compositions of his fertile brain into shape to be used by others.

On Oct. 21, 1893, Mr. D. D. Wood will celebrate his half-century of connection with the Philadelphia School for the Blind. Though he owes much to the school, it owes, at least, as much to him. That eight of Philadelphia's churches employ organists who are blind is due to the silent influence of Mr. Wood. Certainly, the blind of this country find in him one of their own number to whom they can point with just pride, saying, "There is a blind man who stands at the head of his profession."

EDWARD E. ALLEN.

Philadelphia, Pa.

WILLIE ELIZABETH ROBIN.

LATE in December, 1890, the mother of Willie Elizabeth Robin brought her little daughter, then six and a half years old, from Texas to the Perkins Institution for the Blind. Willie had been totally blind and deaf since the age of eighteen months, and between her friends and herself there existed no mutual language for the interchange of ideas. She had but two signs. If she crossed her arms upon her breast, with hands pointing toward her shoulders, it was an expression of her desire for drink. If she put her finger into her open mouth, it was an appeal for food.

In the kindergarten department of the institution, her deafness made a special teacher necessary; but, after the first three months, nearly all her instruction was received in classes with other blind children, her teacher at her side interpreting to her through the manual alphabet. She received her first lesson Dec. 31, 1890. By Oct. 1, 1892 — that is, within a space of twenty-one months — she had acquired a fair use of English, had taken the full kindergarten course of two years, had learned to read embossed print, to articulate about one hundred words and some short sentences, and was beginning to write with pencil.

In all this time the little girl had not seen a member of her family. Letters had been exchanged. Her teacher had talked with her about father, mother, and sisters; and she was learning to love them. The parents, hardly able to credit the stories of her progress, had long been anxious to see their little daughter; and now it was arranged that Willie should revisit her Southern home. Would she recollect the place? Would she be able to identify the father, mother, and sisters whom, when she was with them, she had not known as such?

Her teacher's journal gives an account of the visit, which answers these questions.

The journey had been the theme of Willie's conversa-

tion for weeks, had been looked forward to with the keenest delight, and at 10.30 on the morning of Oct. 18, 1892, Willie and her teacher started with joyous anticipations. Kind friends were at the station to see them off; and, with gifts of luscious fruits of great variety, they bade the travellers "good-by" and "God-speed."

Willie had already made several short trips with her teacher, and railway travelling was not entirely new to her. She occupied her time in reading, knitting, and talking with her teacher; and the day passed pleasantly until they arrived in Albany, N.Y., in the early evening. Here they changed cars for St. Louis. The sleeping-car was a novelty in which Willie was very much interested. She followed the porter's every movement, watched, with eager fingers, the transformation of seats into berths, and the various arrangements for the night, then lay down in her own berth, and slept the sleep of happy childhood.

The train was late on the "Big Four," and did not reach St. Louis until 11 P.M. Willie had borne the journey well; but she grew very tired toward the last, and inquired "how many to-morrows" before they would reach Texas. They spent a night and a day at the Southern Hotel, and this was a new delight to Willie. So many, many, many rooms, and the carpets were all so very soft, she said. It did not matter to her that the day was very stormy and she could not go out. The extent of the building and the velvety softness beneath her feet were a pleasure all day long.

On the "M. K. T." the sleeping-cars were smaller. No dining-car was attached, and the little table arranged by the porter for our travellers seemed very funny to Willie. There had been several wrecks on the road, and the train was seven hours late in reaching Fort Worth. The repeated delays began to annoy Willie; and, when the train stopped, she wanted to ride. She had been told before leaving home that the distance was "many miles"; and once or twice on the journey she repeated the words "many miles," as if beginning to realize their meaning.

At the Arlington Inn, a pretty hotel located in a picturesque and attractive neighborhood four miles out of Fort Worth, they spent one night before continuing their journey to Albany. Four days and nights of steady rain had seriously impaired the roads of Texas, and the friends expected to meet them here had not arrived, so the following morning the mail-carrier hired a buggy to take our travellers and the mail to Throckmorton, now only forty miles away. A cold and disagreeable north wind helped to dry the mud; and, by avoiding the main road and driving through lanes and pastures, the first half of the journey was made successfully; and, having been assured from time to time that the roads were "better farther on," they were much encouraged. But now they found that the river had risen and was still rising. To attempt to cross in the buggy was perilous, and even crossing on horseback was thought too dangerous. While the possibilities of fording the river were being discussed, five cow-boys rode up, and reported that Mr. Robin was waiting on the other side with his buggy. The boys were quite willing to assist in getting the party across the river. Meanwhile word was brought to Miss Thayer that Mr. Robin had crossed, and was waiting for them by the bridge. Willie was not told this, but they proceeded toward the bridge; and as soon as they were near enough, Miss Thayer left her at liberty, to see if she would find, among the group of men standing together, one whom she would recognize. She passed among them, not expecting to find her father, who, she thought, was still waiting for them on the opposite bank. Suddenly her gloved fingers touched a well-known hand; and she exclaimed, "My dear papa!" His little blind deaf-mute child, who cried so bitterly when he left her on the train to take that long journey, had returned to him with gladness, recognized him with delight, and called him by name in articulate speech!

One of the men took Willie upon his horse, another took her teacher, the baggage was distributed among the party, and so eight persons forded the river on horseback. On

their arrival at the home in Throckmorton, Willie recognized her mother, and immediately put her fingers upon her head, to find the scar of a burn which she remembered there. Her sisters, too, she knew, and called each by name; but the house was strange to her, for, when she left home, the family were living on a ranch, ten miles away.

Willie's mother was very ill when the travellers arrived; and the sweet womanliness of the child's nature was revealed in her efforts to teach her little sisters to walk on tiptoe, saying, "Mamma is very sick." Happy hours she spent with her little sisters. They had a cart in which Willie could ride, and they were delighted to be her horses.

When Willie had been two or three weeks in Throckmorton, and her mamma was able to take the trip, they took Willie to visit the ranch. The house is a small, one-story structure, built of rock, and called, therefore, the "Rock House." It is divided into two rooms, one of which had served as kitchen and dining-room, the other as sleeping and sitting-room for the parents and their little girls when Willie lived at home. It was empty now, for the furniture had been removed to the new home in Throckmorton.

When they arrived, Willie was led to the house, and left alone. She seemed timid at first, but finally took her mother's hand and walked about. The emptiness of the rooms puzzled her; and she inquired for "the lady," "the bed," "the table," and "the cat," as if seeking to complete a home in the deserted building. Then she asked for the hens and chickens. They went with her to the coop, and found that the hens were all gone.

Returning to the house, Willie went directly to a shelf in one corner of the kitchen, put her hand upon it, and said, "Water." The touch of that little shelf, where she had been wont to go for a drink, seemed to recall clearly to her mind the familiar things of that past which for nearly two years had been buried beyond possibility of revival by outward suggestion, and covered by the mental

occupation arising from new surroundings, new associations, new influences, and the means of communication with her fellow-creatures.

From the shelf she went to the door, which had a peculiar opening. Her little fingers went straight to the leather strap, which she pulled, and stepped outside. A bit of rag which she herself had tied to the door when this was her home, still remained. She untied it now, and put it in her pocket,— a memento of that past.

"Where are the two horses?" asked Willie, in articulate speech; and, going to the cistern, she said: "Water. Where is pail?"

Her teacher took her to the house again, and, placing her hand upon one of its walls, said,—

"What is this, a barn?"

"No: a wall," replied Willie.

"Wall to what?"

"A house."

"Who lived in this house?"

"I don't know."

Then Willie stepped again inside the house, and asked, "Where are the bureau and the trunk?"

"Gone to the new house," her teacher answered.

"A nice new house in Throckmorton," said Willie; "and this is the old house."

"What little girl used to live in this old Rock House?"

"Willie used to live in this old Rock House,— three little girls"; for Willie had then two sisters younger than herself.

"What did you do when you lived here? Where did you play? Show me."

Again the child asked, "Where are the two horses?" Then she went straight to the barn, entered it, laughing, found the old two-seated wagon, and climbed into it. She sought the horses, and found them eating hay, opened the door of the little room where the feed was kept, asked for the carriage, and went to that also. She sought a familiar tree, and climbed into it as she used to do; and, one

after another, she recalled and revisited the old familiar places.

On leaving the house, they drove to the sheep-cote; and Willie left the carriage, and walked about it. She wanted to see a lamb, so her papa ran and called the sheep, and brought one for her to examine.

During the drive home Willie seemed tired, as, indeed, were all the party. She was silent and very thoughtful for a time, as if reflecting upon the events of the day. Finally, she seemed to have reached a decision; and, turning to her teacher, she said: —

"Willie will stay in Texas with papa, mamma, Bonnie, Mattie, Lizzie, and the cat. Willie will go back to the kindergarten no more. Poor Willie will not see Miss Thayer any more. Willie will stay a long time in Texas. Oh, joy! Miss Thayer go back to the kindergarten alone, and say, 'How do you do, Miss Greeley?' Miss Greeley is far off. Miss Thayer will say good-by."

"When does Willie wish Miss Thayer to go back?" asked her teacher.

"In twenty to-morrows. Only *one* go back. Willie, — no! no! no!"

"You will have no one to talk to if Miss Thayer goes away. Mamma, papa, Mattie, and Bonnie cannot talk with their fingers."

"Willie talk no more with her fingers," replied the little girl; and she dropped her hands in her lap and closed her lips tightly. "Miss Thayer must say, 'How do you do?' to Miss Amy and all."

"Do you not want to see Miss Greeley?"

"No."

"Well, what about your trunk and all your pretty dresses? They must go back to Boston, as you would not need them here, and they could be given to some new little girl about your size, who would go to the kindergarten and wear them." Willie touched the dress she wore; and her teacher added, "Oh, you may keep that dress." The child stood thinking for a moment, then replied,—

"Stay in Texas. Mamma will sew some day."

Her love for the kindergarten and her playmates was not forgotten. Since her arrival she had talked much about them, and the beautiful little rabbit her papa had brought her she wanted to show to the little children there. Her deep regret at the thought of parting with her teacher was manifest in her own self-pity that "poor Willie will not see Miss Thayer any more." She has the innate love of beauty common to her sex, and the giving up of her pretty dresses evidently cost her something; but in the mind of this little eight-year-old child love of parents and home had risen in an irresistible tide, which swept away all other considerations, and for Texas and her dear ones there she was willing to forego all else.

The next morning Willie's teacher noticed that her pupil was very quiet and disinclined to talk, so she left her to herself for a little while. By and by Willie called her to see what she had made with her blocks. There were the two houses,—the one at Throckmorton, the other at the ranch, the latter divided into two rooms. She had made the cistern, the old tree, the barn, the horses feeding at the manger, the wagon, and the feed-room. The barn, the cistern, and the tree were correctly located in relation to the house and to each other; and the distances were well proportioned. With a slight suggestion from her teacher, she added the sheep-cote, in which she provided a place for salt and another for water.

Her two months' visit with her parents was a very happy one. Whenever she addressed papa, mamma, or her little sisters, she did not attempt to use the manual alphabet (which they did not understand), but of her own accord resorted to her small vocabulary of articulate speech; and so she became accustomed to use oral language almost constantly.

Her studies were continued; and during this time her teacher read to her "Black Beauty," which she greatly enjoyed, and the story made her more than ever thoughtful for the horses, of which she had already begun to be very

fond. She did not want to have them whipped; and, when she was eating her own dinner, she would often ask if the horses were being fed, too. Every day she would ask if she might not ride on horseback.

In reading by herself the story of Robinson Crusoe, she encountered for the first time the word "killed," and inquired its meaning. Her teacher asked her what she thought it meant; and the child's reply was,—

"Killed means broken off."

One night, after she had undressed and had kissed her teacher good-night, she asked who gave her her night-dress, and who gave her the hair on her head. Her teacher answered these questions. Then, pointing to herself, Willie asked,—

"Who gave me to mamma?" "Who gave you to your papa?"

"Whom do you think?" said her teacher.

"I don't know."

"Well, run to bed and think."

This visit was a season of great mental and physical growth for little Willie. The strong tide of emotion stirred by revisiting her Texas home receded sufficiently to allow other feelings to assert their rightful claims; and, when the time came for her return to the kindergarten, though parents and home were not less dear to her, she was nevertheless happy to come back to school and to the many friends she had learned to love in the North.

A NEW SYSTEM OF MUSICAL NOTATION.

We have received from Mr. E. V. Robinson the elements of a new system of Musical Notation for the blind. It was prepared originally and expressly for use with an ordinary typewriter, the ends sought being stated by him as follows: —

"The design is to enable the blind musician to write his own music with a typewriter in a form from which any seeing person of average intelligence can transcribe it upon ruled music paper. Another object is to enable blind teachers to write special exercises for their scholars or pieces for their friends."

The rules, which are not numerous, and which correspond with more or less exactness to those of the existing point systems, are thus stated by Mr. Robinson: —

Notes are expressed by the letters *c*, *d*, *e*, *f*, *g*, *a*, *b*.

The duration of notes is expressed by the following symbols: *w*, whole; *h*, half; *q*, quarter; *x*, eighth; *s*, sixteenth; *t*, thirty-second; *sf*, sixty-fourth; *htx*, hundred and twenty-eighth.

The location of a note is indicated by the number placed immediately after it, the numbers corresponding to those applied to the great scale of ten octaves in works on acoustics, *c*4 being the middle *c* of the piano or organ.

The signs for fingers are the numbers 1, 2, 3, 4, 5, placed immediately before the note. Thus 5*a*5*x* means fifth finger, fifth octave, *a* an eighth.

The signs for rests are formed by prefixing the letter *r* to the sign for the corresponding note. Thus *rw* means whole rest, *rs* means sixteenth rest.

The notes of a chord are written in ascending order, the lowest first and the highest last.

In the location of a chord only the first (lowest) note is indicated, unless there be a skip of over an octave between

any two notes of the chord. Thus *c4e* means middle *c* and first line *e*, but *c4e5* means middle *c* and the fourth space *e*.

The notes of a chord are joined like letters of a word, while the single notes are separated by one or more spaces.

In a skip of a fifth or more, the second note is located; but, if the skip is less than a fifth, it is not located. Thus *c4 f* means *f* above middle *c*, but *c4 f3* means *f* below middle *c*. Again, *c4 g* means *g* below, while *c4 g5* means *g* above middle *c*.

In a skip of chords or of a chord and a single note, the skip is reckoned from the lowest note of the chord. Thus *c4eg fac* means that *fac* is in the treble staff, but *c4eg f3ac* means that *fac* is in and above the bass staff.

When two or more notes agree in pitch, the first note only is written; and the time marks follow, separated by spaces as the notes are separated. Thus *cq q h* means two quarters and a half on *c*.

When two or more notes differ in pitch, but agree in length, the time mark is placed after the first note only. Thus *cx d e f g a b* means that all these notes are eighths.

LIST OF SIGNS.

w, whole note; *h*, half; *q*, quarter; *x*, eighth; *s*, sixteenth; *t*, thirty-second; *sf*, sixty-fourth; *htx*, one hundred and twenty-eighth; *period*, dot; *two periods*, double dot; *r*, rest; *" "*, slur or tie; *?*, sharp; *!*, flat; *n*, natural; *??*, double sharp; *!!*, double flat; *--*, bar; *---*, double bar; *tr*, triplet; *gp*, group; *m*, measure; *rep*, repeat; *repf*, repeat from; *repg*, repeat group; *repm*, repeat measure; *dal-s*, sign dal segno; *dal*, dal segno; *gr*, grace note; *sm*, small notes; *dv*, divided note (*h–dv–s* means half divided into sixteenths); *1tm*, first time; *2tm*, second time; *z*, the end of a first or second ending, a crescendo, a diminuendo, or any other mark of expression or divided harmony; *dvh*, divided harmony; *&* joins the parts of a divided harmony (*ch & eq g* means that the two quarters are to be played with the half); *$*, hold; *arp*, arpeggio; *ped*, pedal;

pedr, pedal release; *mr*, marcato; *st*, staccato; *u*, unison; *inmtl*, instrumental; *tn*, turn; *iv–tn*, inverted turn; *d–tn*, double turn; *trl*, trill; *mor*, mordent; *8va–a*, octave higher; *8va–b*, octave lower.

The following familiar tune is given to illustrate the use of the system:—

Key E; Time, 4–4. *c4q– – "g. ax" q. bx– – h gq b– – "a. gh" aq f– – gh rq ex x– – "gq. ax" q. bx– – h gq b– – "a. gx" aq f– – ch rq b5q– – "e. dx" cq. bx– – bh gq b– – "a. gx" aq f– – gh rq bq– – "e. dx" cq. bx– – bh gq b– – "a. gh" aq f– – eh rq rq– – b4w– – "ah f" – – e f– – g rq bx x– – "eq. dx" cq. bx– – h gq b– – "aq. gx" aq f– – eh.– – –*

With the aid of the materials given above, it is hoped that many will be induced to give the system a trial and report results to *The Mentor*.

The possibility of applying this system to the Braille and New York point alphabets presents itself as an interesting phase of the subject. Mr. Robinson has given some attention to the matter, and thinks it can be accomplished with no great loss of time or space in the case of the New York alphabet, at least, with which he is the more familiar.

He states the case as follows:—

"In applying my system to the New York alphabet, I use the following modifications: 1st, I use the letter *i* in place of the number sign, thus saving greatly both in labor and space; *e.g.*, for *c4* I write *ci4* instead of *c*, number sign, 4. 2d, I use the sign *wh* for whole note. 3d, I use the capitals *WH*, *H*, *Q*, *X*, for dotted whole note, dotted half, dotted quarter, dotted eighth, and *st* for dotted sixteenth, and *tt* for dotted thirty-second; also one additional dot for double dot. 4th, I use capital *S* for the beginning and capital *C* for the ending of a tie or slur. 5th, I use a space of two dots between single notes and a space of four dots for a single bar and of six dots for a double bar. 6th, I use the sign *sh* for sharp, capital *F* for flat, and two of these for double sharp or double flat."

The system, in its use upon the ordinary typewriter at least, seems to possess the merits of simplicity and naturalness, and would doubtless be easier for a seeing amanuensis to acquire than any one of the existing notations. Its application to simple music is easily made and readily understood. Whether it will lend itself to the adequate expression of complicated compositions can only be determined by thorough trial. Mr. Robinson is very anxious that such a trial shall be made by all interested, and to that end will be pleased to answer any questions that he may receive either in direct correspondence or through the columns of *The Mentor*. His address is Perris, San Diego Co., Cal.

AFTER GRADUATION.

II.

It was indeed a new life on which Mabel now entered, and she realized something of this as she joined the circle round the breakfast table the morning after her arrival home. The children talked of their school and play, the older ones of their work; and she was not included in either. The day's work was not planned for her as at school; but this she did not regret, for had she not plans of her own? They would develop by and by; and, in the mean time, she meant to take some of the burdens from her aunt and show her what she could do.

It really seemed as if there was need of some one's help in the Forrester home, judging from the confusion that followed breakfast. Rob had lost one of his school books, Hal had pulled a button off his jacket, which must be sewed on immediately, Lizzie's hair had to be curled; and, in the performance of these various duties, Mary, the older sister, lost her temper, and scolded the children soundly. Aunt Sue was distractedly rehearsing the tasks

that must be done that morning, but which, she declared, it was impossible for one pair of hands to do.

"Let me do the dishes," said Mabel, entering the kitchen, prepared for work.

"You wash the dishes!" And Aunt Sue cast a look of pitying contempt on her niece, while her tone was equally expressive.

Flushing with anger, Mabel answered with some spirit, "Why, yes. Don't you think I can? Let me show you." And she advanced to the table; but her aunt interposed.

"Oh, dear me, don't! I know you will break all the dishes and burn yourself with the hot water besides, and I should never forgive myself. It makes me nervous to see you around. Do go away and amuse yourself."

Hurt and indignant at her aunt's words, Mabel made some ungracious reply, and left the kitchen, baffled in her first attempt. Next she followed her sister upstairs.

"I will do this work," she said; "and you can go down and help Aunt Sue."

Mary looked at her in surprise, then laughed. "Do you really think you can make beds and sweep and do such work?" she asked.

"Of course, I can," replied Mabel, indignantly. "Aunt needs your help downstairs, and I can do this work just as well as you."

"I dare say you think you can do it a great deal better. I have always heard that blind people were conceited; but that's because they can't see, and don't know whether a thing is done good or bad. If you think you can manage the house and do all the work, we had better all step aside and see how you will get along with the cooking."

"O Mary, you are so unjust!" cried Mabel, turning away, with tears in her eyes.

That was the beginning; and, although our graduate continued to assert her ability to do her share of the home work, all her offers met with contemptuous refusals, and what work she did was treated with distrust or pronounced "very good for *her*." What made it even harder was the

fact that every mistake of hers was attributed to her lack of sight; and Aunt Sue positively refused to give her any instructions whatever, saying that she did *not know how to teach blind people.* This made Mabel doubly anxious to do her work right, and at the same time made it much harder than it would otherwise have been; for, in her anxiety, she often became nervous and found it difficult to do her best, conscious of the watchful eyes of those who distrusted her. Many times she grew discouraged, and told herself there was no use trying longer; and as often she rallied to fresh efforts.

One morning, going through the kitchen with a pan of water in her hands, Mabel came in contact with a half-opened door; and the pan and its contents were speedily transferred to the floor.

"That's just what I expected," cried Aunt Sue, as if she had long been waiting for just this occasion. "The idea," she continued, "of a girl like you trying to work is absurd. I have stood it as long as I can, and now I want you to let the work alone."

"O Aunt"— protested Mabel, her voice choked with gathering tears. "If you would only scold me instead of talking as you do, I could bear it better. Mary does more damage about the house every day than I, and you do not forbid her to help with the work; and she doesn't want to help you half as much as I do." And Mabel ended in a sob.

"Mary is careless sometimes," replied her aunt; "but you are blind, and it stands to reason that you can't do anything. Of course, you are not to blame for it. Only you shouldn't persist in trying. For my part, I can't see the good of educating such people. It only makes them discontented and harder to get along with. You were never much trouble till you went off there to school, and got your head full of big notions and the idea that you are able to do things like other people."

"O Aunt Sue," again remonstrated Mabel, and now the tears were falling thick and fast, "you don't know what

you are talking about. I can work. I am not different from other people. You think I cannot do anything, and you won't give me a fair chance to try. Oh, I think you are cruel!" Angry and excited, hardly knowing what she said, Mabel poured out her feelings in a torrent of bitter, passionate words, ending with, "I believe you want to make me so miserable that I shall die and be out of the way; and I shall, too."

And, having reached this tragic conclusion, Mabel rushed off to her room, leaving her aunt to sigh and say,—

"Poor child! For Brother William's sake I must try and bear with her, but it is hard."

Do you think so, too, my reader? Was Mabel weaker, more irritable, more incapable, than the majority of our girls just out of school? On the other hand, was Aunt Sue and her ideas of blind people a greater trial than most of our girls encounter in homes where no loving mother smooths the way?

After this Mabel wandered aimlessly about the house or sat by the open window with idle hands, thinking bitter, rebellious thoughts. She grew tired — oh, so tired! — of doing nothing; for in this world of toil there is no harder strain on mind and body than forced idleness. Rest is not inactivity. In the morning she rose with the sickening thought that there was nothing for her to do. At night she lay down with the sense of disappointment at not having accomplished anything; and all day long she chafed and fretted at the power which seemed to chain her, hand and foot, yet mock her with longings for an active life.

She remembered hearing her schoolmates tell of one of their number who had gone out from among them bright and hopeful, but who did nothing at home but sit and rock, and who gradually sank into a state of imbecility. Mabel remembered that she had felt little but scorn for this poor girl. Now she thought of her with pity, and wondered if that might not be her own condition soon. And who would be to blame?

She took no interest in the home affairs; for who is

interested in that in which they have no part? Brooding over what she called her wrongs, no wonder she grew a little selfish, and her family thought her disagreeable and hard to please. Aunt Sue read her long lectures on the beauty of submission in the helpless and dependent, and proper gratitude for home, food, and clothing; but all in vain.

The days seemed like weeks as they dragged slowly along. The June roses withered and fell. The harvest ripened under the July sun, but Mabel saw no beauty in all the earth.

One afternoon, feeling unusually restless, she wandered down into the orchard to a secluded corner, her retreat of late. The place was shaded by a large tree and shut in by clambering vines. Here she threw herself upon the grass, and tried to rest. From the adjoining field came the sound of the harvesters, and from the other side the voices of the haymakers busy at their work. Bees were gathering honey from the clover in the orchard, and the air was resonant with the fluttering of their wings. In the branches above her a bird was building a nest.

All these sounds spoke to Mabel of lives full of purpose and meaning, of a world of activity. "Is it possible," she asked herself, "that I have no place in this busy world, no work to do? Perhaps Aunt Sue is right, after all; and my education has been in vain. Worse than vain," she added; "for it has developed my powers just to show me what I might have done. It has trained my sensibilities to feel keener sufferings. Yes, if this is all, I might better never have gone to school; but I cannot believe it. Oh, if there were some one to whom I could talk or write, it would relieve me so! But the girls,— No, I couldn't write to them. At school I talked a good deal about what I was going to do, and some of them might laugh at my trouble. At any rate, they couldn't understand."

Suddenly Mabel remembered her teacher, Miss Lane, and her last words, "My dear, if you ever need a friend, write to me."

"I will write to Miss Lane," Mabel exclaimed. "I used to think she wanted to discourage us because she talked so much of difficulties, but maybe she only wanted us to know the truth. I don't care what she thinks of me. I shall tell her everything. I know I shall have her sympathy, at any rate; and, if there is a way out of this wilderness in which I seem lost, I feel certain she can help me find it." A. M. H.

Des Moines, Ia.

(*To be continued.*)

THE STUDY OF LANGUAGE AND THE BLIND.

[*Translated from Le Valentin Haüy.*]

THE study of his mother tongue is peculiarly difficult for the child who has been blind from his earliest years. The sensations of sight serve as the starting-point of many ideas, and words are the signs of ideas. Some of them deal with colors exclusively, and the expressions which recall them are sealed letters to those who have been blind from birth. Others relate to a domain which is not colorless; but the deprivation of sight does not take away the power of comprehending it, only the terms of expression excite more numerous impressions in the sighted than in the blind. The latter generally acquire knowledge of an object by touch and by hearing. The examination is made slowly, but it results in exact knowledge; and thus the child becomes acquainted with all which comes within reach of his hand. Unfortunately, there are too many parents who do not share in the curiosity of their blind children; and, when the latter enter special schools, they are not always prepared to receive the instruction there given.

The majority give evidence of great poverty of ideas in relation to their age, and those which they have are often confused and incomplete. The work of bringing order out of this chaos and enriching the mind falls especially upon

the instructor charged with teaching his native language. The study of words occupies, or ought to occupy, an important place in the primary education of the blind.

But the study of the signification of words will not suffice unless accompanied and, so to speak, supported by study of the forms of tangible objects. By this means satisfactory results are obtained. The intelligence is gradually developed. The first advantage derived from inculcating clear and accurate ideas is a desire for exactness, which leads to correct judgment. Moreover, the tendency to vague reverie which benumbs the mental faculties and is harmful to so many blind children gradually disappears.

In order to make the class more interesting, more useful, and more profitable, the instructor teaches his pupils little poems or short bits of prose, carefully explaining all phrases which need explanation, insisting meanwhile upon its necessity. It is desirable that, during the first school year at least, these exercises should be given daily, and that afterwards they should be practiced more or less frequently throughout the entire course of study.

The vocabulary thus acquired by the pupils would, doubtless, be somewhat narrow; but is it not preferable to have an education somewhat limited in extent, but well assorted, rather than a more pretentious knowledge, ill-digested and misleading?

In connection with the study of words, the study of grammar should be commenced; and it is extremely important that the blind should apply themselves to the study of spelling as early as possible and as long as possible.

This fantastic art, which may be defined (at least for the French language) as *the art of writing words as they should not be pronounced*, presents such unforeseen difficulties that even well-educated seeing persons of extensive reading are not faultless in this respect. How, then, will it be with the blind? Nevertheless, the latter as well as the former ought to write correctly the language which they speak.

By giving to pupils four or five dictations per week for several years, they will acquire the comparative correctness

of persons whose education has not been neglected. Moreover, the methods of teaching in this direction present no peculiarities worthy of remark. Difficulties of all kinds, systematically graded, are successively presented to pupils, whose interest is kept in play by the dictation of various and attractive subjects. While dictating, the teacher calls the attention of his scholars to this or that grammatical rule. Corrections are made by oral spelling. Those whose exercises are bad or indifferent begin, but with the assistance of the teacher. Each enters in a book the words in which he has made errors in orthography, and these words become the subject of future exercises.

Notwithstanding the anomalies of French spelling, so troublesome to the blind who read little, it is well to justify, as far as possible, the orthography of certain words by the study of etymology, and to explain, if practicable, the reasons of these anomalies.

When the history of a word is given the pupil will be assisted in searching for its kindred. This exercise, which keeps the mind and the imagination of children alert, contributes not a little to increase their vocabulary.

To complete his work, the teacher should habituate his pupils to express themselves in writing, if not with elegance, which belongs to the domain of rhetoric, at least with clearness and attention to rules.

At the outset he must accustom the children to compose little clauses of a proposition, then more extended clauses (always requiring that they contain a meaning, an idea); then make them relate, in writing, matters that have been previously told in class, or transpose verse into prose; later accustom them to amplify a story or to develop the meaning of a proverb. Properly speaking, the subjects which demand the use of the eye for their treatment, from that very fact elude the blind; and to apply them to such is to require of them tasks which consist in placing incomprehensible words in juxtaposition,— tasks which are uninteresting, useless, and even harmful.

A Professor of French.

A MEDIUM OF COMMUNICATION.

AFTER reading Mr. Gibbon's very interesting article, "The Blind Student of Latin," in the last number of *The Mentor*, I was more than ever impressed with the necessity of a suitable medium of communication among the blind of different states and countries. Institutions issue their reports regularly once a year, and some only once in two years. These are intended principally for corporations or legislatures, and they have their own good work to perform; but there are a thousand-and-one matters of particular interest to the blind constantly arising, for the knowledge and discussion of which only a magazine like this is an adequate and fitting vehicle.

The article to which I have referred contains a history of the difficulties and discouragements of a blind student of Latin for want of the necessary text-books. That these difficulties were triumphantly overcome is owing to the great energy and perseverance of the young man in question. I fear, however, that many students have succumbed to the same obstacles. The communication between institutions, even six years ago, was such that neither this young student nor his teachers were apparently aware that some excellent Latin text-books were already published ready for his fingers, and could be supplied on short notice. A good grammar and vocabulary, such as Mr. Gibbon now makes a strong plea to have put into raised print, was already published in 1887, together with the first book of Cæsar, which he wanted so much. Two years earlier "The Lives of Great Commanders," by Cornelius Nepos, was published. Any one not conversant with the facts would infer from the article cited that there are now only three Latin works in raised print; namely, first four books of Cæsar and a vocabulary in New York point, and one volume containing six books of the Æneid in line type. For

the benefit of students who are interested in this subject, I will add the following list: —

"Vira Romæ," printed in Boston 1839, and reprinted in 1878; "Latin Selections," compiled by E. E. Allen, printed in line type in 1889; "Cæsar," first book; "Selections from Cornelius Nepos," the two latter being Braille manuscript volumes substantially bound, belonging to the library of the Boston Institution since 1870.

The British and Foreign Blind Association have published in English Braille: "De Bello Gallico," Cæsar, four books; "Vitæ Excellentium Imperatorum," Cornelius Nepos; Smith's "Principia Latina," with vocabulary; "Orations against Catiline," two volumes; "Oration on the Manilian Law"; "Oration against the Poet Archias"; "De Amicitia, "Cicero; "De Senectute," Cicero; "Odes," Horace; "Catilina," Sallust.

I do not present this as a complete list, for it is given without any special research. Probably other readers of *The Mentor* could add materially to it. Institutions possessing large libraries, like, for instance, that of the St. Louis school, "twenty-five hundred books," doubtless have text-books not mentioned here. Most of these works are in Braille; but it is certain that any enterprising student who can read New York point or line type could learn to read them with facility in a few days, or at most within a few weeks.

Since I have mentioned Mr. Gibbon, it may be allowable for me to refer to his excellent article, "The Blind Laundry Agent," in the December number. This we will call No. 2 of the thousand-and-one items.

It is very praiseworthy in a young college student, who, I understand, has ample means and did not need the income from this source, to make the experiment of becoming a laundry agent for the benefit of the blind as a class. Although the laundry business was tried many years ago, I am not aware that this phase of it has before been attempted. Delicate young women without any particular profession might well look into this matter. They would

not have to dip their hands in soap-suds or turn a wringer, but need do only the clean, comfortable, and profitable office-work of an agent. A corner in a store or a room in a private house would serve very well for an office. A seeing woman, not a stone's throw from where I write, is doing this work in a little store. She receives and delivers the goods to customers who come to her. It would seem as if a blind woman could do this just as well.

As No. 3 of our thousand-and-one items, I submit the question, Why should we not act in accordance with that saying attributed to Talleyrand, "Everybody knows more than anybody,"—and all the blind, with their teachers and friends, cordially unite in sustaining a magazine which, as far as possible, will bring what is valuable in the experience of all to every individual? This is an age of the world in which associations for mutual benefit of every kind are being rapidly developed. Every form of human activity, whether of the hand or mind, every shade of opinion in philosophy and religion, every form of human effort, is classified and divided in detail; and each has its peculiar paper or magazine devoted to its interests. When the prospectus of *The Mentor* was sent out about two years ago, some of the educators of the blind did not approve the idea of establishing a magazine, saying it would separate the blind still more from the seeing, and make them a distinct class; but, having watched its work for two years, cannot these gentlemen see that it is striving with them to restore the blind to their normal position in society and to lessen in every way their peculiar hindrances?

That the blind, in a sense, are a class by themselves is true; and they will remain so until they receive their sight. For convenience of expression, all humanity divides itself into classes, such as the rich and the poor, the wise and the simple, the black and the white, fat and lean, tall and short, etc. The class from which we are all anxious to separate the blind is the *dependent* class, and this magazine is a valuable aid to that end.

The Mentor, which means teacher, is also a companion with pleasing colloquial powers, which brings us messages from distant and sympathetic friends. Some of its readers, at least, would, after the necessary food, clothing, and shelter, give their next dollar to its support. Let every one, therefore, try to enlarge the list of its subscribers, that it may reach the thousands who need its suggestions, and be placed on so firm a basis as to insure its permanence with increased means of usefulness.

THOMAS REEVES.

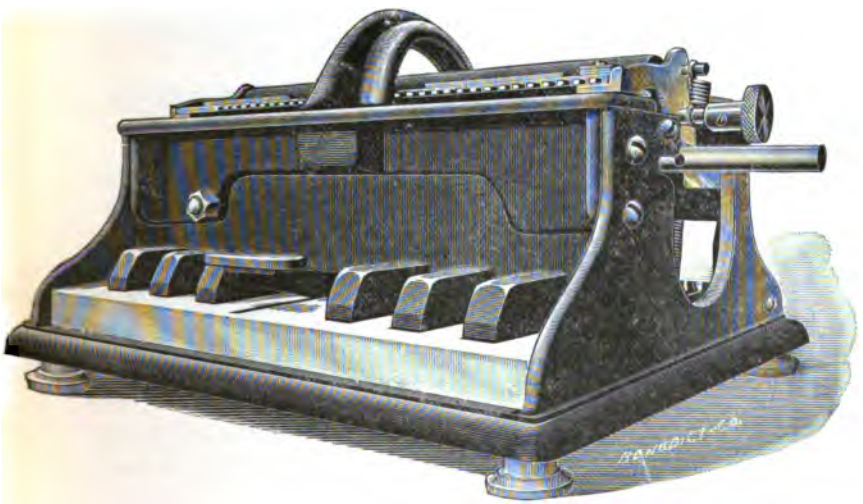
THE STORY OF AN INVENTION.

THE Hall stereotype-maker, a cut of which appears on page 71, is a machine with which copper stereotypes for printing Braille may be prepared almost as rapidly as one can write upon paper with the Hall Braille-writer. Either single plates or double plates for interlining may be written upon it. The machine is simple and substantial in its construction, and requires but little skill to operate it. One of the pupils of the Illinois Institution for the Blind, after a few hours' practice, wrote four lines of a familiar hymn upon copper of sufficient thickness to "stand up" under thousands of impressions in one and one-half minutes. The following is a brief account of Mr. Hall's inventions, prepared at the request of the editor of *The Mentor*, by himself: —

In October, 1891, I turned my attention to the invention of a machine for the use of the blind which would take the place of the slow and laborious stylus and tablet, and enable them to write with the same ease and rapidity with which one can write on the most modern typewriter. It was obvious at the outset that such a machine must be quite simple and easy to manufacture, thereby placing the cost within the limited means of the poorest of the class it

was designed to benefit. Next, it must have power sufficient to emboss the points of the Braille system in perfectly sharp relief, and yet the touch must be easy, giving the greatest rapidity without fatigue to the operator.

The general principles of the machine were soon formulated; and, with the assistance of Mr. Sieber, a machinist in Jacksonville, the first crude model of the Braille-writer



No. 1. THE HALL BRAILLE-WRITER.

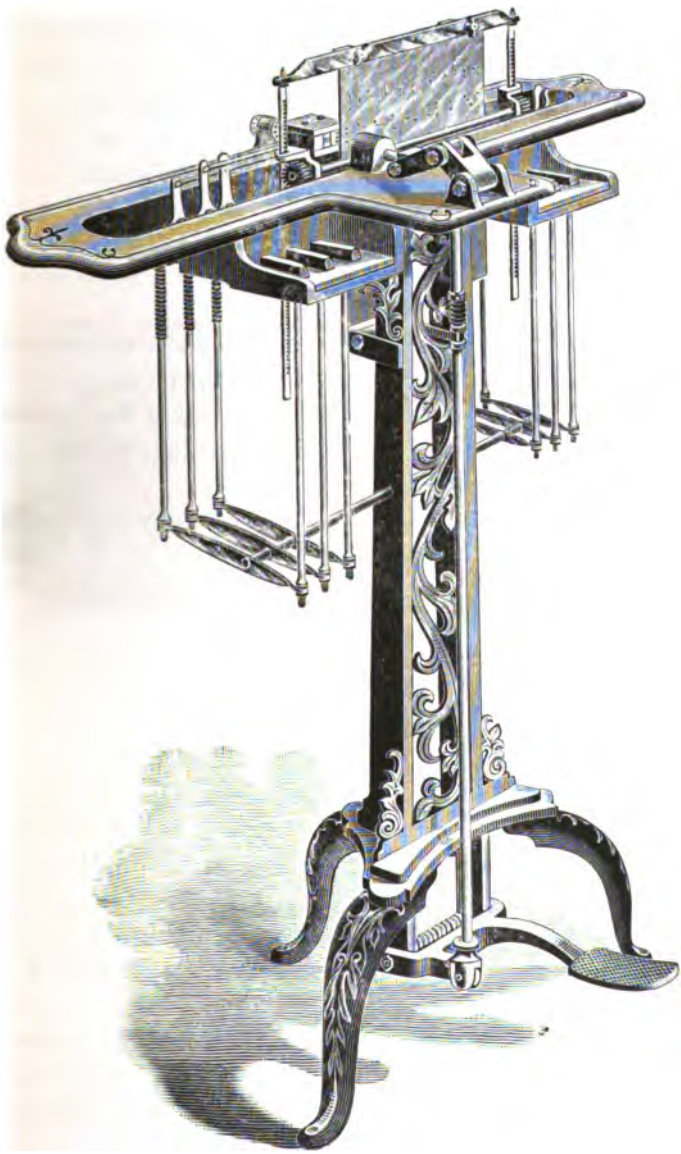
was completed. This was built mainly of strap iron and brass, and was fastened to a rough pine board for a base. It was anything but elegant in appearance; but the dots made by it were fully equal to those made by the stylus, and, although the working was heavy and the machine roughly constructed, the measure of our success at this point was even greater than we had expected. It only remained to improve the general design to give to the machine a certain commercial elegance, and, by the construction of proper tools to be used in its manufacture, not only to insure accuracy of work, but also perfect interchangeability of parts. To accomplish this, a fully equipped machine shop and something like expert advice were neces-

sities. A most fortunate chain of circumstances directed me to the Munson Typewriter Company of Chicago. Here I met for the first time the superintendent, Mr. T. B. Harrison, and his co-worker, Mr. Seifried. Their sympathies were at once enlisted. They gave much time and thought to the problem in hand. Although they have received some compensation for the assistance given me, much of their work has been a labor of love. On the twenty-seventh day of May, 1892, the first complete machine now

No. 2. THE STEREOTYPE MACHINE, FOR WRITING IN TIN-FOIL.

known as the Hall Braille-writer was finished; and on the 7th of June it was exhibited, substantially as it is now built, to a large audience in Jacksonville. Even at that early day a number of pupils in the institution had developed what seemed to be an almost phenomenal speed. They wrote a memorized sentence at the rate of eighty words a minute, and new matter dictated from a Fourth Reader at the rate of thirty words a minute.

Soon after this we began a series of experiments in stereotyping from a paper matrix made on the Braille-writer. While engaged in this work, in which we were measurably successful, Professor Wallace P. Day, our musical director, suggested that we put a piece of heavy tinfoil (such as is used in stereotyping at the American Printing House) into the Braille-writer, and, after writing upon it, that we use



No. 3. THE HALL STEREOTYPE-MAKER.

it as a stereotype in our printing-press. This led to the construction of machine No. 2, by means of which stereotype plates were prepared in very heavy tinfoil. These required a cement "backing" to hold up the metal for printing. From two hundred to five hundred copies could be printed from each of these plates before the metal would "go down" so much as to make the printing illegible. We have prepared about one hundred and fifty such plates, from which the pupils in our music departments have been provided with more than two thousand printed copies of work to be done by them.

But to cement the backs was an unpleasant and laborious task; and the print, after the first fifty impressions, was not as high as we desired. Hence, through the advice of Mr. Harrison, we began, about Dec. 1, 1892, the construction of machine No. 3.

The plan was to construct a machine that would write in copper of sufficient thickness, so that no "backing" would be required. The styluses for printing each character were to be selected by means of a key-board similar to the one in use on the Hall Braille-writer, but the embossing was to be done with the foot acting on a lever.

It was my part to show what was necessary to be accomplished, Mr. Harrison's to invent devices by means of which this could be done, Mr. Seifried's to put this upon paper in shape of a working drawing, and to point out and assist in overcoming defects in the plans. Skilled mechanics speedily wrought out these ideas in brass and iron. The result was that on Thursday, Jan. 4, 1893, a stereotype-maker was completed with which Braille could be written in very heavy copper.

Since that time the machine has been in daily use at the Illinois Institution for the Blind. Nearly all our teachers and several pupils have learned to operate it. Errors can be easily corrected, the machine does not get out of order, and the amount of work that can be done upon it is a pleasant surprise to us all. After practising one or two hours, Professor Day prepared a music lesson plate, nine inches

by nine inches, in twenty minutes. In another instance, in less than one hour after work was begun, twenty printed copies of a music page were put into the hands of the teacher; while the plate was put away for future use, and is "good" for five thousand copies more.

These machines can be built for $115 each.

AT HOME AND ABROAD.

ALABAMA.

ACADEMY FOR THE BLIND, TALLADEGA.— So many new pupils have entered this year that another teacher was needed, and the board of trustees have accordingly appointed Miss South assistant teacher in the literary department.

CONNECTICUT.

THE HEART SUNSHINE SOCIETY has followed its "Fair and Carnival" by issuing a circular addressed especially to the citizens of Hartford, in which it sets forth its purpose to follow, systematically, a plan to provide employment for the blind and to bring about the establishment of an institution, in that city, which shall afford them the means of acquiring a practical business education. The society believes that it is perfectly feasible to make such an undertaking successful and to "*place it within the reach of every young blind person, at least, to become a self-supporting and self-reliant citizen*"; and, in order to ascertain how far the citizens will sustain this effort, they ask how many representatives of families are willing to say that, prices, etc., being equal, "they will give this proposed establishment the support of their patronage in the different lines of merchandise in which they shall determine to engage, until the experiment shall have had a fair and thorough trial."

FRANCE.

PARIS.— The *Valentin Haüy* of July, 1892, announced the result of the competition opened by the Valentin Haüy Association upon "The Importance of Improving the Deportment of the Blind in our Schools." The author of the paper entitled to the first prize — a silver medal — has not yet made himself known. The winner of the second prize is M. Grégoire, teacher of the deaf-mutes at Berghem Ste-Agathe, Belgium, who has received a bronze medal.

Mlle. Julie Plessy, a blind teacher in the institution directed by Mlle. Mulot, in Angers, has just passed successfully, at Paris, the examination for the *brevet supérieur*. She is the second blind person who has obtained this diploma.

TOULOUSE.— The December *Valentin Haüy* gives a summary of the report of M. l'Abbé Rousseau, director of the Institution for the Young Blind, of this city. During the year 1891, 55 pupils received instruction, and more might easily have been accommodated. The industrial education has been extended by introducing broom-making, by which the blind workmen can easily make from 2.50 fr. to 3 fr. per day. They are now teaching the tuning of pianos, with good results already.

MICHIGAN.

THE grand complimentary entertainment to Governor Winans, on Wednesday evening, December 21, preparations for which were in progress a full month prior to the event, was tendered not simply because of his retirement from the gubernatorial office, but also on account of his relief from official duty as president of the boards of trustees of the several institutions of the State. No effort was spared to make the occasion as grand as possible, and we were richly rewarded by the many compliments paid by His Excellency and other dignitaries who were present. At the close of the programme the governor, with two assistants, held a reception in the parlor of the school.

Again, and now for the eighth time, the pupils of our school have been generously remembered by Gen. Russell A. Alger, who sent a check for $75 to be expended for Christmas gifts which should be equally distributed among the pupils. The presents consisted mainly of useful articles,— dress patterns, underwear, collars, handkerchiefs, ties, overshoes, umbrellas, etc. After the distribution of gifts, bags and boxes of choice confections, fruits, and nuts were given, making young hearts merry and glad. Thirty-two of our number planned for a good time among home friends, at Christmas, leaving only forty at school. Class-work was practically suspended on account of the absentees until the day following New Year's, which was set for their return.

MISSOURI.

THE MISSOURI SCHOOL FOR THE BLIND is recovering from the disastrous effects of typhoid fever which has recently visited the city of St. Louis. The sick ones are now convalescent; and affairs are beginning to resume their usual course, with a prospect of being in full working order in the early spring.

NORTH CAROLINA.

RALEIGH.— THE INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND makes its report for the biennial period ending Nov. 30, 1892, largely historical in its character. The school was opened for the deaf, May 1, 1845, with seven pupils. Six years later a department for white blind children was added, and soon after the close of the Civil War a movement was started for establishing another department for colored children who were deaf and dumb, or blind. This movement was warmly encouraged by W. J. Palmer, then principal; and the school for the colored was opened Jan. 7, 1869. The present superintendent, Mr. W. J. Young, was appointed in January, 1883, having already been a teacher in the institution for more than twenty years. Mr. R. S. Tucker, president of the board of trustees, has served the institution either as a director or in his present official capacity for thirty-three years; and Mr. John R. Williams has been one of its directors for nearly as long a period.

The occasion for recalling the history of the school lies in the important changes which are imminent. The crowded condition of the departments both for the deaf and the blind white children, and the demand for the admission of other applicants, made some provision imperative; and at the last session of the general assembly an act was passed to divide the department for white children, establishing at Morganton the school for the deaf, and leaving the present buildings for the use of the blind only. The department for colored children of both classes, whose buildings are located in the south-eastern part of the city, will still remain under the management of the Institution for the Blind.

The new building for the deaf, at Morganton, is now in progress, and until its completion the school is struggling with the difficulties incident to its crowded condition. Since the last report 171 deaf and 128 blind pupils have been in attendance. The building is greatly in need of repairs.

The report of the principal expresses his sympathy with the best modern methods and his desire to introduce them at the earliest possible moment. Sloyd and kindergarten training, gymnastics, better industrial education for both sexes, more extended musical advantages, and the organization of an orchestra,— these are the improvements towards which he is steadily aiming. He deplores the condition of the graduates of our schools who are sent adrift the moment their education is completed, often without

a cent of money or a home to go to. The responsibility of our schools, in his estimation, does not end when the pupil leaves. They should supply tools and materials to enable him to start in business; should keep up a correspondence and a knowledge of his needs, so as to be able to give such advice or aid as may be requisite for his success.

In reference to the decision of the trustees of the American Printing House to print entirely in New York point, Mr. Young refrains from expressing an opinion further than to say that, if only one system is to be used, he would prefer the New York point.

PENNSYLVANIA.

THE PENNSYLVANIA WORKING HOME FOR BLIND MEN has published, with great promptness, the record of its work for 1892. The estate has been enlarged by the purchase of a lot of land, on the front of which an administration building has been erected for the superintendent and his family, thus releasing the rooms hitherto occupied by them to the increased needs of the household. A bleach-room has been provided, and an electric motor has been introduced on the second floor of the factory, to furnish power. It has thus far proved entirely satisfactory, and less expensive than the gas-engine previously used.

The leading industry is the manufacture of brooms, and the daily consumption of broom-corn is about one and a half tons. The storage capacity is quite insufficient to allow the purchase and care of a large amount of stock when prices are low; and an extension of the factory building, for this purpose, seems needful.

At the close of the year 202 workmen were connected with the Home; but 60 of these were absent by permission, seeking to build up a trade for themselves elsewhere. If unsuccessful, they may again return to work in the Home.

The household regulations require the inmates to rise at six o'clock, breakfast at 6.30, and begin work at seven o'clock. The dinner hour is from twelve to one o'clock, when work is resumed until 5 or 6 P.M. Then follow supper, evening prayers, and newspaper reading. The remainder of the evening is spent in music, reading embossed books, or in playing chess, dominoes, checkers, and the like, until ten o'clock, when all retire for the night.

SOUTH CAROLINA.

Our school has done its full share toward making the Christmas holidays what they should be. Though our good superintendent, Mr. Walker, said that no pupil should go home, yet, when their friends came or sent for them, he kindly let a good many go. But one by one they are returning. For some time before Christmas came we had a good deal of preparation. One day was set aside for the teachers to drive to Spartenburg, some seven or eight miles away, where they spent the day in buying things for Christmas. Another day the pupils in the department for the deaf went, in the care of a teacher. The day before Christmas a beautiful holly-tree was planted in a bank of moss and ferns, in one of our large rooms; and at 7 P.M. the pupils, teachers, and officers gathered round the tree, while Mr. Walker, assisted by his sons and daughters, gave out the gifts to each. There were many pretty and useful things given from one to another; and, as we have two bands of King's Daughters, one in the department for the deaf, the other (Jewels for Christ) in the department for the blind, also a small band of King's Sons among the little blind boys, all these bands had useful things on the tree for needy ones in the household. On Monday, the 26th, we had a most enjoyable holiday. On the evening of the 30th, the Palmetto Lyceum gave a very successful entertainment, consisting of selections by the brass band and orchestra, also piano and guitar solos, mingled with readings and declamations, as well as a little play, called the "Only Young Man in Town." The concert was enjoyed by visitors from the city of Spartanburg and the neighborhood. On Monday evening, January 2, the teachers were invited to an "At Home" by Mr. and Mrs. Walker, in their own rooms. The evening passed pleasantly with games, etc.; and afterwards we were invited to a most delightfully arranged table for supper, where, besides the teachers, there were Mr. and Mrs. Walker, two sons and their daughter. One son is a teacher in the school for the deaf in Texas: the other son and daughter attend college in Spartanburg. One noted feature of our holidays is the fine dinners, our dining-room being beautiful with tables all gayly arranged, and loaded with all the good things of the season. One of the golden rules of this school is that the pupils, teachers, and officers all dine at the same hour, and have just the same food, there being but one cook and one kitchen for all. The department for the colored is kept in a building in another part of the grounds, in the old home of Mr. Walker, father of our school and its founder.

BESSIE P. WRIGHT.

TEXAS.

MR. E. D. MITCHELL, in an address before the Alumni Association of the Texas Institution for the Blind, at its session in July last, discussed the "Advisability of the Establishment by the State of an Industrial Institute for the Blind." The classes who need its benefits are: *first*, those who are above school age, and therefore cannot be admitted to the school in Austin, to learn a trade; *second*, those who, having been educated there, have gone out into the world, failed in their efforts to compete with the sighted, and become a burden upon the community, and a still greater burden to themselves. There is still another class especially dependent upon such aid,— those who, often the bread-winners of the household, lose their sight in adult years. For all these such an institute should be established, not from humane considerations alone, but from economical principles as well. It should "gather together deserving, able-bodied men and women whose support is at present a tax on their friends or relatives or the community in which they live, to teach them useful trades, furnish them material, give them employment, and pay each what he earns. If the workman can support himself, the community is relieved of the burden. If not, we claim our method to be economical for the reason that it costs less to aid a man who is doing all he can for himself than to maintain him in idleness, to say nothing of the moral effect on the character of the individual." In Texas there are the blind who need the employment, and the State can produce the materials needed in their manufactures. Its soil is capable of producing a superior quality of broom-corn; and the establishment of an industrial institute for the blind would not only be a blessing to them, but also a decided benefit to others, by affording a home market for a large amount of corn.

Such, in brief, are the chief points of Mr. Mitchell's address which is printed in the *Institution News* for December.

WEST VIRGINIA.

THE *West Virginia Tablet* mentions the third of a series of entertainments which Mr. R. E. McGee, teacher of music in the department for the blind, has instituted among his pupils. These entertainments are of a miscellaneous character, consisting of music, recitations, theatricals, and the like; and their effect in improving the carriage and appearance of the pupils is already observed.

EDITORIAL NOTES.

THE subject of employments for the blind — of bread-winning occupations, whether professional or industrial — is of such moment that the efforts of the Heart Sunshine Society in Connecticut will be watched with the keenest interest. It is seeking to solve the problem in a new way; and, whatever the measure of success attained,— and we sincerely hope it will be commensurate with the earnestness and faithfulness of the endeavor,— the experiment will be of value to all who are studying this difficult problem.

* * *

WE have previously mentioned the Hall Braille-writer. This machine is now in the market, and has already been introduced into several of our institutions. So far as we have been able to learn, the test of practical use fully substantiates the claims which were made for it. The "stereotype-maker" we have not yet seen. We have, however, received samples of plates prepared by it, and specimens of printing from the plates; and the general verdict of the touch-readers who have examined these specimens is that the impression is exceedingly clear and much softer and more agreeable to the fingers than any point printing which has been made from type.

* * *

THE "thousand-and-one matters" mentioned by the writer of "A Medium of Communication," three of which are therein noted, suggests a continuance of similar bits of information, hints, or inquiries. We hope our readers will take up the theme. Our pages present the diverse thoughts and opinions of those who are interested in the advancement of our cause. They are more or less crude and imperfect, for the foremost workers in this line stand only on the threshold of possible attainments; and the best schools of to-day are poor, indeed, compared with those of the future. One century of work for the blind cannot match the work of eighteen centuries for the seeing. But add thought to thought, let opinion meet opinion in friendly discussion, unite in helping one another and in seeking for better things, and out of our mutual efforts there will come a brighter future for the blind, and hence a brighter one for all. Will our readers help us in our efforts?

GYMNASIUM OF THE PERKINS INSTITUTION.

THE MENTOR

VOL. III. MARCH, 1893. No. 3

PHYSICAL CULTURE.

PHYSICAL culture, the state of being in which a symmetrically developed body is under control of the mind, is the aim of gymnastics to-day. Scholars of this science no longer talk of great muscular strength as availing anything. To them, rather, mere muscular strength is but brute force, not only unavailing in the development of the higher being, but often a positive hindrance to harmonious action in the body as a whole. A machine is in its best working condition when each wheel, lever, and screw is individually perfect, and each so connected with every other, and all with the external motor power, as to produce the greatest result with the least expenditure of force.

So in this animate machine, the living body, each organ must perform its own individual function properly and in harmony with the action of every other organ dominated by the universal motor power resident within the nerve centres; and not only this, but we must obtain the greatest result with the least expenditure of this nerve force.

Now, very few, if any, perfect machines are entered at the school-room. Therefore, our work from the first requires a practical knowledge of the human body, ability to recognize the organic condition of those intrusted to our care, and skill in bringing each organ as quickly as may be to the normal tonicity; and at the same time the indwelling mind must be established absolute ruler in its own domain.

Fortunately here, as in nations, subject and ruler are interdependent, so that, while we strive to make mind

imperial for the more perfect development of body, the body in turn renders most valuable service in developing mental activity. For instance, the transition of attention from its first purely spontaneous form to that higher intellectual state where it is dominated by will is a gradual mental development that is largely dependent upon the body for its perfect fruition.

The seeing child's attention, as yet feebly dominated by will, is attracted by the passing hand organ. He is at once wholly oblivious to work in the school-room; but his eyes certainly, and very likely his whole body, turn informant, and the teacher, thus notified, calls him back to his lesson. He must exert his will, be it ever so little, to do the teacher's bidding; and that little effort adds just so much to the will's power over attention. This, or something similar, is repeated again and again in the school-room, until by and by the pupil, perhaps no longer a child, can of himself hold his attention to the given task.

It is just here that teachers of sightless children must needs be very diligent, for this thing is almost sure to happen in our school-room. The child hears the street organ, and remembers that he heard one as he was coming to school. This calls to his mind the long journey, and he thinks of the boy who gave him an orange on the cars. The cars suggest the engine; and, going on in memory of the real, he slips easily enough into the realm of pure fancy. The teacher cannot help him, for she has no means of knowing that his attention has wandered. His eyes do not betray it; and his failure to master the lesson she naturally attributes to dulness, and only discovers the real trouble when she chances to speak directly to him in one of these absent moments.

Just here Swedish gymnastics come to the teacher's aid and the pupil's rescue, for movements of the body executed at word of command are the teacher's sounding line to the pupil's attention. When the body is called upon to interpret the mind's action, a careless movement of hand or foot tells at once that attention is wandering; and now

teacher and pupil together can hunt up attention, and establish will, its supreme guardian. Not in one week or month or year even, but eventually, this sure and steadfast hold upon attention which we gain in the gymnasium will manifest itself in quickened intellectual activity. Second only to the benefit which attention receives from Swedish gymnastics I place the blessing of recreation,— recreation in its fullest sense, an escape for the time being of both mind and body from their ordinary channels.

Under all ordinary circumstances the grown blind pupil must have a conscious subconsciousness of surrounding obstacles whenever he changes his position. Children do not mind stumbling over chairs or people, but it is not so with older blind people. Hence movements in school-room and parlor are cautious, and not at all expressive of pleasure. The gymnasium presents a very different appearance. Here every movement is expressive of good cheer, while the freedom and speed of motion are an amazing contrast to the caution of parlor and school-room.

The explanation is very simple. In the gymnasium each pupil feels himself individually directed by the teacher; and, under the immediate care of another, care of self disappears.

An eminent educator of to-day has said that "three-fourths of all our sins are directly due to bodily infirmities." What more vital service can our school render to this generation than to provide for the healthful physical development of their pupils?

As the muscles are the active organs of locomotion, they are the natural agents in bringing about a healthful development in the organs which sustain life; but our thought must centre upon the organism as a whole, and not upon muscle. The structure of the body is such that we recognize at once the organs situated within the thorax as the ones especially guarded by nature. Therefore, the principles which underlie a system of rational exercise will prohibit all postures which tend to contract the chest. Here, again, we have need of all the aid which science can give

us; for flattened chest and drooping head usually accompany sightless eyes. In many cases, doubtless this is due to a habit of stooping, formed when light was painful to the eyes. In others, it results from general weakness and inactivity; while there is always lacking the incentive to an erect carriage which comes from looking at objects on a level with or above the eyes.

In the Swedish system of gymnastics the correct posture of the chest is made the criterion in every movement. Such movements of head and arms as elevate the chest and liberate the shoulders, when executed with full volition and at word of command, not only increase the chest capacity and stimulate circulation, but also furnish mental recreation by taking the mind wholly out of its ordinary routine. The processes of digestion and assimilation are directly influenced by proper activity of the muscles of trunk and abdomen.

Experience has fully demonstrated that gymnastic exercises, progressing with due regard to the principles of physiology, greatly assist the bodily metabolism.

Unilateral movements compel activity on both sides of the brain, strengthening its working power and establishing an intimate relationship between mind and body, so that eventually just the amount of energy required for a given act is directed toward its execution, and none is lost through diffusion over other parts of the body. Now we are possessed of the much-to-be-desired "power through repose," and are just ready for and should follow the beautiful system of Delsarte, not, however, as expounded by the host of superficial teachers, who vainly endeavor to "devitalize" muscle, which, when they begin, has little enough of life in it, but the truly æsthetical gymnastics, which have for their aim the developing of unconscious harmony between mind and body.

DELLA BENNETT.

JOHN METCALF.

THE subject of the following pages will illustrate how, by observation, by steady practice, and by strength of will, a man blind from infancy may wholly overcome that obstacle, and may take up pursuits for which eyes would seem to be indispensable.

John Metcalf, of Knaresborough, Yorkshire, Eng., or "Blind Jack of Knaresborough," as he was familiarly known, was a builder and contractor, and the greatest blind mechanic the world has ever known. He was born on the 15th of August, 1717. His parents, of whom he speaks in his autobiography as working people, put him to school at the age of four, where he remained two years, when smallpox caused the loss of his sight in spite of all that could be done to prevent it. Six months after this time he could go to the end of the street without a guide, and in three years knew every spot of his native town. He soon joined the boys of his age in all their pranks of birds' nesting and of robbing orchards. His father kept horses, which he soon learned to ride, and acquired such excellence that he took to following the hounds. A gentleman of the neighborhood, a Mr. Woodburn, was kind to Metcalf, liking to take him hunting, and often lending him the dogs to go at night when the hares were feeding, which Metcalf frequently did, unattended by any human companion.

At the age of fourteen his enjoyment of life was so great and his exploits met with such general success that he began to imagine that loss of sight was rather an advantage. From this belief he was soon rudely awakened. He and his companions being surprised by the owner of an orchard whose plum-trees they were robbing, the other boys made off as fast as their legs would carry them. Metcalf, however, had scarcely got down from the tree when he fell headlong into a gravel pit, and sustained severe injury.

Having learned to swim at this time, he was often em-

ployed to rescue property lost in the river Nid and to recover bodies of the drowned. These were feats of peculiar difficulty, owing to the circumstances that the river was twenty-one feet deep in places, and had currents opposing each other so much that the lightest object sank quickly to the bottom.

When he was thirteen, his father had him taught the violin. He quickly learned the country dance music, and was much employed to play where there was dancing. He was engaged as "fiddler," as he puts it, at the fashionable watering-place of Harrowgate at fifteen, and gave great satisfaction. His work employing only his evenings left his days free for his favorite pastime of hunting. He even bought a horse, and ran him for small plates. It must not be supposed that his days were spent in uninterrupted virtuous activity. He was addicted to cock-fighting, was a frequenter of pot-houses, and a better at the races. In this last he was assisted by several friends, whose judgment he trusted. At the age of twenty-one he was six feet tall and of stout proportions. He had the reputation of being a good boxer, but practiced the art in self-defence only.

He was now in the prime of life, possessed an unparalleled contempt of danger, an archness of disposition, and a flow of spirits that made him welcome at the inns, where he was well known, especially at the Royal Oak in Harrowgate. Here he became acquainted with Miss Benson, the landlady's daughter and the prettiest girl in the village. The friendship soon ripened into a stronger passion on both sides; but, Metcalf being suspected of coolness by the lady, she accepted the advances of a well-to-do suitor, who had, by the way, previously asked Metcalf to use his influence for him. The time was set for the wedding. Metcalf was bitterly disappointed, but covered his feelings by an air of recklessness. The day before the wedding day, as he was riding smartly past the Royal Oak, a servant called him to the stables, where what was his joy to find Miss Benson, who had sent her mother's servant to call

him. After some explanations they planned an elopement, which Metcalf effected that night; and the next morning they were united. Great was the surprise of the village that the belle of the town should have run away with Blind Jack. The mother was enraged at her daughter's conduct, and refused to forgive her until her second child was born, when her forgiveness was so complete that she stood godmother to the little girl, and gave Metcalf his wife's fortune.

After Metcalf's marriage he bought himself a house, and set up a four-wheeled chaise and a one-horse chair, there having been nothing of the kind before. These he continued to run two summers, when, the inns beginning to run carriages, he abandoned the business.

When his parental duties began, Metcalf gave up his racing and hunting, and settled down into a steady, good townsman. He was an excellent judge of horses, and bought and sold them with profit. He went to the coast for fish, which he took to Leeds and Manchester, often walking for two nights and a day with little or no rest; for now he was as eager for business as before he had been for pleasure, still, however, keeping up his spirits, for he had excellent health.

The profits in the business were small; and Metcalf went back to playing the violin in Harrowgate until the breaking out of the Scotch Rebellion in 1745, when he was induced to join as a musician a volunteer regiment raised by Mr. Thornton, a Yorkshire gentleman. In this new capacity Metcalf was very successful as recruiting agent, and was invaluable in keeping up the spirits of the company. He shared with the others the distresses occasioned by the defeat of the English at Falkirk, and took part in every engagement from that to the final triumph at the battle of Culloden.

After the battle of Falkirk Captain Thornton was missing; and Metcalf undertook to find him. Succeeding in passing the rebel lines, he even obtained an interview with the Scotch general, Lord George Murray, who strongly be-

lieved his story that he wanted to attach himself to the Stuart cause. After a time he was recognized by some one who had known him in England, and was brought to court-martial, but was allowed to join his company, where he found the captain safe.

After the war he turned the knowledge he had gained in his travels to good account by becoming a dealer in Scotch woollens; but change seemed to have a peculiar charm for him, until he finally settled down to the real business in which his achievements distinguished him. He was an adept in the contraband trade, and gave this up for a stage, which he himself drove from York to Knaresborough. He added the carrier's trade, and made large profit by carrying for the army.

This business was at length abandoned for the making of roads and the building of bridges, which occupation suited him so well that he gave up every other one for it. The first road for which he contracted was three miles, on trial. All the materials were to be obtained from one gravel pit. Here Metcalf erected a temporary house, brought there a dozen horses, and got a house for his men three-quarters of a mile away. He often walked from Knaresborough with from fifty to seventy pounds of meat on his shoulders, and joined his men at six in the morning. By varied and efficient means he completed the work much sooner than was expected, and to the entire satisfaction of the trustees. About the time of the completion of the road a bridge was to be built. The surveyor who had the laying out of the road surveyed the bridge also, and recommended Metcalf so strongly that he got the contract. He made roads and built and repaired bridges in many parts of Yorkshire, Lancashire, Derbyshire, and Cheshire with great success, and sometimes built houses.

Among the numerous roads which he contracted to take was part of the Manchester road. It had been surveyed over deep marshes, and there was great difference of opinion in the board as to how it should be built. Metcalf addressed the board as follows, "Gentlemen, I propose to

make the road over the marshes after my own plan; and, if it does not answer, I will be at the expense of making it over after yours." After long debate the proposal was agreed to. Having engaged to make nine miles in ten months, he began in six places, employing nearly four hundred men. One of the spots over which the road had to be carried was Standish Common, which the water crossed in several places. After draining the piece, he found great difficulty in conveying materials on account of the softness of the ground. Those who passed that way were not sparing of censure, and were of many opinions as to the success of the undertaking. Metcalf got the piece levelled to the end, then ordered his men to bind heather into round bundles, to cover the spot twice, and to press it well down. Then he obtained broad-wheeled carts, and began to load stone and gravel for covering. When the first load was taken safely across, the onlookers huzzaed from surprise. The road was completed in a specified time; and this piece, about a mile and a half in length, was remarkably fine, and required no repairing for twelve years.

In 1788 Metcalf's wife died, having lived happily with him thirty-nine years. She left four children. After her death he went to live with his daughter, and sold hay and standing wood, measuring and calculating their value himself. He died in 1802, at the age of eighty-five.

This sketch cannot be better concluded than by quoting the words of W. H. Levy (formerly director of the Association for Promoting the General Welfare of the Blind in England), who, in concluding his biography of Metcalf, from which, together with Wilson's Biography of the Blind, this paper is compiled, says: "When we reflect on the circumstances in the life of this remarkable man, we are forcibly struck with the following category of his acquirements: he walked and rode, he swam, fished, played at cards and skittles, rode and betted on races, was an excellent performer on the hautboy and other instruments, was a very successful recruiting agent, and as a soldier was

the life of the corps to which he belonged, in the bivouac or on the battle-field. He was a dealer in horses, fish, hay, wood, and woollen and cotton goods; and he also succeeded in evading the law in various contraband transactions. He established public conveyances in towns and between places which had not before enjoyed such advantages and succeeded in building houses and in making a great number of roads and bridges in the most satisfactory manner, in spite of strong competition from professional men, who enjoyed the advantages of perfect vision and long practical experience. Altogether, John Metcalf must ever stand out as the embodiment of strength of will, soundness of judgment, reckless disregard of danger, and extraordinary strength of physical constitution. Doubtless there is much in his career open to censure; but even his vices show what difficult things may be performed without sight, and how far the blind may contend with success against their more fortunate fellow-men."

KATHARINE G. ALLEN.

A RUSSIAN SCHOOL.

IT was on the 24th of December, 1883, that a small provincial blind school was first founded at Revel, in the Baltic provinces of Russia. The first inmates were four children, from seven to nine years old; but the numbers increased gradually. One little girl who had been born blind was successfully operated upon for cataract on both eyes, and was able to return to her family. One little girl died. A half-witted girl of seven, who had begun to develop most satisfactorily, and had even learned to speak, was, after six months, taken away by a foolish mother. Two grown-up girls were dismissed after they had thoroughly learned brush-making, and they are now able to support themselves by the work of their hands.

At present we have thirteen children in our school,

which, with others of this country, is conducted on the same principle as the Dresden asylum. The youngest pupils are taught chiefly on the Froebel system. From that they go on to learn Scripture history, and then the rudiments of learning. In our training we lay the chief stress on handicraft, which must begin at an early age, in order that the children may attain as soon as possible a certain facility for work of all kinds. Our children belong exclusively to the poorest class of work people, who are forced to support themselves by the labor of their hands. At the same time with instruction in school they are all taught to plait straw mats, to cane-bottom chairs, and to make nets. The girls also learn knitting, sewing, patchwork, etc., and household work. The boys, on the other hand, are taught to do all sorts of jobs about the house and garden. For instance, they heat all the stoves in the house, and till now without any accident having occurred. When they are stronger and older, they begin to learn a real handicraft.

In September, 1891, brush-making was first begun to be taught, and for the beginning we found an efficient teacher in a blind brush-maker who had been trained and taught in the Blessig Asylum in St. Petersburg. When, however, the number of pupils had increased, a regular master was engaged. This work has prospered considerably, and our only difficulty now is to dispose of the produce which is constantly accumulating for sale. In time, however, we hope with God's help to succeed better in this object.

As soon as the brush-making is well established, we shall begin rope-making, which, as Revel is a seaport town with a flourishing trade, has every prospect of success. After that basket-making will be taught, which in most asylums generally comes first. As the market, however, in Revel is well supplied with baskets, we had little hope of disposing of our ware.

The nobility of the province of Esthonia have contributed a capital of ten thousand roubles for the foundation of our school, and besides this a yearly subscription of five

hundred roubles. Added to this we have annual contributions through church and house collections throughout the whole of Esthonia. What is still wanting is supplied to us from the Marien Verein in St. Petersburg, which is under the direct patronage of the empress, and from which all the blind asylums throughout the realm are supported.

Our gradually accumulated capital furnished us with the means to build a suitable house. For this purpose the town made us a present of a piece of land situated in the best neighborhood, with a healthy, airy exposure. The business of the school is conducted by a board of gentlemen who raise the money to support it, and direct the expenditure, while the internal direction is intrusted to a very efficient matron.

The children were generally in a wretched state of health when they entered the school; but in most cases good food and air, cleanliness, plenty of exercise, and, above all, a regular life have done wonders in a short time. With the exception of measles, we have not even had to suffer from such epidemics as from time to time visited our town. A doctor who is a member of our committee has kindly undertaken the treatment of all illness in our school.

A small fund of seven hundred roubles has been gradually collected for the benefit of the children when they leave the school, and through the kindness of Mr. Grot, the president of the Marien Verein, a sum of five thousand roubles was added to it. With the help of this we are able to give the children on leaving the school a small supply of clothing, working material and implements, and a little money, in order that they may have the means of supporting themselves until they get work.

Our school is but small and unimportant, and has till now accomplished and produced but little. Yet God's blessing has not been wanting, and that must encourage us to continue the work with faith and perseverance.

Revel, June, 1892.

AFTER GRADUATION.

III.

WHILE Mabel is occupied in writing the letter mentioned in our last chapter, we desire to introduce our readers to Miss Lane, that they may understand why it was that Mabel turned to her in this time of trouble.

As already indicated, Miss Lane was a teacher in the school where Mabel had been educated. A lady of culture, she possessed a thorough and practical education joined to natural ability for teaching. To her, as to her pupils, the physical world was darkened; but this apparent deficiency only gave her a peculiar fitness for the position she held. I know there are those who would disagree with this statement. I wish they were fewer; for all who are really interested in the cause, and who view this subject intelligently and without prejudice, will admit that many of our schools suffer from incompetent and indifferent seeing teachers, and that the best and most effective work is performed by the capable, interested blind teacher.

You may travel through Switzerland with a guide who has never lived there, and who knows nothing of the country save what he has heard or read in books. If he is faithful to his duty, he will show you much of interest, and you may reach your journey's end in safety, feeling that you have seen a great deal. But no one could blame you for preferring a guide who had lived in the country, and knew every step of the way from having often traversed it. He can show you all there is to see; and when he tells you the best way to climb the mountain, the best path through the woods, and how to avoid the dangers of the way, you believe him because his personal experience gives authority to what he says.

Thus it was with Miss Lane. As from day to day she led her pupils through what were to them strange and won-

derful lands of knowledge, they trusted her implicitly; for had she not been there before them? Not with eyes, books, maps, blackboard, pencil, and paper, as their sighted teachers, but she had solved these problems, mastered these subjects, and learned these lessons just as they must do. How well she knew where were the rough places, and how to smooth them, the mistakes to which they were liable, and how to set them right, and how to impart to them correct ideas of form and color, and pictures of things which they had not seen!

By employing a reader Miss Lane kept herself well posted, and every item of interest or useful knowledge was shared with her classes. In touch with all advance along educational lines, she welcomed any new method which she could apply to her work to render it more efficient. Outside the school-room she was the friend of her pupils, ready always to assist them in their pleasure or their work, their counsellor and adviser at all times. They gave heed to her because they felt that she understood and was interested in them. Many, in after years, blessed her for what she had done for them, and many, amid the struggles and perplexities of life, sought her sympathy and advice, just as Mabel had determined to do; and she never failed them.

Having finished her letter, Mabel went in search of some one to address it.

To those who, pen in hand, can with a few rapid strokes address their own letters, it seems a small task; but to be obliged to ask some one to do it for you is quite a different matter. Though no one is wholly independent in the sense that he does not sometimes need the help of others, yet to be forced to ask assistance in these trivial matters hurts an independent spirit; and our young friend Mabel was independent to a painful degree, as we are all apt to be before time and experience have taught us the meaning of true independence.

But the letter was finally sent; and how anxiously Mabel waited for the reply! What she expected it to bring she hardly knew, — some help, she felt sure. If Miss Lane had

known just how much depended on her answer, I fear she would have been overwhelmed with the responsibility resting on her. Perhaps she did realize something of it, for her reply was not long in coming. With a beating heart Mabel took it, and sought her retreat in the orchard, that she might read her letter undisturbed. Never had she been so devoutly thankful for a system of writing which she herself could read. With eager fingers she tore off the wrapper, and read as follows: —

My dear Mabel,— I was so glad to receive your letter, but sorry to hear you were in trouble. The indifference of your friends to your past achievements and your hopes and plans for the future, their lack of co-operation with you in your attempts to be useful, I deeply deplore; but I cannot talk to them, and, even if I could, it is not probable that it would do any good. You are the only one who can change their views on these subjects, and you must do it; for the world is made up of just such people, and it is for us to meet and overcome their prejudice. Their motives are right, and they mean well; but they mnst see, in order to be convinced.

If I try to say anything to help you, I must speak plainly; but remember, dear, that my sympathy is ever with you.

Do not allow yourself to think for a moment that yours is the hardest lot in the world or that you are encountering more difficulties than the majority of your schoolmates. Some, I trust, have pleasanter homes and easier lives; but more are in worse circumstances, struggling for the bare necessities of life or accepting these at the hands of charity.

Your trials seem hard enough, I know; but are you quite sure that you began in just the right way? You say your family seem to distrust your ability. Very likely they do; and so would you, were the case reversed. According to your own account, your aunt has a hard and busy life, and so far you have only annoyed and vexed her.

You say, "They will not allow me to do anything." Yes, I know it seems so; but, if you cannot help, surely, you ought not to make trouble.

Now, I may be mistaken in my surmise; but I fear you have thought more of *showing what you could do* than of *being of real help*. Am I right? If so, will you not begin all over again? At first do not press upon them offers of assistance or undertake any work of much importance to which they object; but look for the little things which other people leave undone or scarcely think worth doing. There are many such in every home, and she who does them is tying the broken threads in the web of life and helping to make the whole smooth and beautiful.

The doing of these little things is not beneath any one, and you can make them stepping-stones to something greater; for, as your friends feel your helpfulness (as they surely will in time), they will gain confidence in you to do more.

You say that you are not especially anxious to become a housekeeper, but that you feel that, if you cannot succeed in this work and win the confidence of your own people, you cannot expect to succeed in anything else or win the confidence of strangers. In this you are quite right, though it does not always follow.

Still, the mastery of your present difficulties will make future achievements more probable. Besides, I believe that every girl should learn, by experience, the practical details of home duties; no matter what her future career or position may be, she will always be a factor in the home, and our girls should not be excepted.

I know there is a foolish notion among many of our graduates that, if a girl remains at home and is not out in the world earning a living, she is doing nothing. It is a wrong idea, and one which I always resent; for it makes many discontented and less useful than they might otherwise be. I know of some who are accomplishing more in their own homes than those who speak slightingly of them.

Keep up your courage, my dear; for that is the elixir of life. I think most of the failures among our students after graduation result from the want of courage. They have ability and ambition, but the indifference of friends and the distrust of the public are so great that they have not the moral or physical strength to push forward and overcome. We all need encouragement; and how it strengthens us to know that others expect us to succeed! Without this stimulus seeing people would fail; and how can we do without it? Remember that I expect you to succeed.

And by success I mean that you will conquer your environment of present difficulties, and grow in strength and power. So will you be better fitted to occupy the larger place and improve the greater opportunities which always come to those who learn "to labor and to wait."

Write to me often, and think of me always as

Your loving friend,

EVA LANE.

Mabel sat a long time in deep thought; and, when, at last, she rose and walked slowly toward the house, the sun was just sinking behind the grove which skirted the western side of the orchard. A shaft of soft yellow light fell through an opening in the trees directly across her pathway, and enveloped her as in a loving embrace. Feeling the gentle caress, Mabel paused, and her face lighted up with a sweet, resolute purpose. Raising her head, which had been slightly bowed in thought, and drawing herself up to her full height, she said in a strong, clear voice, "Yes, I will succeed."

A. M. H.

Des Moines, Ia.

(*To be continued.*)

IS IT NOT HAPPINESS TO SEE?

Oh, I have often sighed to look
  Upon earth's changing loveliness;
On hill and tree and sparkling brook,
  And every flow'ret's form of grace!

I've stood alone when night's fair queen,
  Encircled by her glittering train,
Smiles with a dignity serene
  On all things 'neath her silvery reign.

And, oh! how I have longed to raise
  The veil that shrouds me from her light,
And for one blissful moment gaze
  Upon a scene so softly bright!

When near some mighty work of art
  Or softly shaded pencilling,
Regret's unbidden tear will start—
  Vainly for me their charms they fling!

Vainly, save when affection's tone
  Conveys them to my spirit's sense:
Then, though deep shades are o'er them thrown,
  Then I can feel their influence.

That gentle tone, it brings to me
  Dewdrops that in young roses lie,
Wavelets of beauty from the sea,
  And radiance from the sunset sky.

Then to my mental vision holds
  Some monarch mountain's towering form,
Around whose head, in mingling folds,
  Hang clouds dark with the coming storm,—

Majesty, beauty, loveliness;
  They touch, in turn, the spirit's lyre,
And notes of thrilling happiness
  Oft ring from its responsive wire.

But, ah! there is a temple fair,
  Where God hath placed their holiest shrine,
Whose radiant light I may not share.
  Alas! on me it cannot shine.

The light enshrined on man's high brow,
  The light that beams from woman's eye,
The light of childhood's ruddy glow,—
  All this to me is mystery.

How often doth my spirit pine
  For one sweet glance of tenderness!
Each gladdening sight I would resign
  With joy, might I this boon possess.

But I must check these burning sighs.
  'Tis God withholds the gift so bright.
I'll bid this thought like incense rise:
  Love comes not always clothed in light.

'Tis borne upon a whisper, soft
  As e'en the softest breath of spring,
Or in a deep, rich cadence oft
  Its music on the heart 'twill fling.

The gentlest pressure of the hand
  Can send sweet trembling through the soul,
And agitate with magic wand
  The waves of feeling as they roll.

O God, I murmur not! I own
  That much of bliss to me is given.
Affection's clasp, affection's tone,
  Are priceless blessings sent from heaven.

Give me but these, and let me feel
  A sweet assurance of thy love,
Then am I blest till thou reveal
  The brightness of thy world above.

ABBY B. CARTER.

WIFE, MOTHER, AND HOUSEKEEPER.

CHILDREN who are born blind or lose their sight when very young do not realize and feel their loss like those who have known what it is to see the beauties of the world around them. To one who has grown to years of understanding the loss of sight seems a deprivation of all that is worth living for, and brings with it a feeling of complete helplessness. But there are many occupations even for the blind; and girls who are not musical need not, therefore, be discouraged. They can fit themselves to fill woman's especial sphere in the home; and, if they have a strong will to overcome difficulties, they can become very good cooks, and perform any of the duties pertaining to housework. The test of a lifetime has assured me of this; and, for the encouragement of others, I give a short sketch of my own experience.

I was just eighteen when, like the extinguishing of a lamp, my sight left me. For a time I firmly believed that it would return; but, as the truth dawned upon me, words fail to express my anguish. A poor girl, without a place on earth to call home! In the bitterness of my heart I said, "All is lost!" But I do not propose to dwell upon this period of my life. I will simply say that, as I look back on those days, I wonder reason had not left me.

Two years later I entered the School for the Blind at South Boston. I went because my friends wished me to go, and because it would give me a home, a shelter for five years. What then, I dared not think; and, but for a fortunate circumstance, I know not what would have been the result.

I seldom visited the school-room except during class time; but, entering one evening to obtain something I had left there, I had hardly crossed the room when the door was opened by two of the scholars. Their first words riveted me to the spot where I stood; and I listened almost

breathlessly, fearing they would detect my presence. One had just come from the teachers' sitting-room where they had been discussing my abilities and what I might accomplish if I could be raised from the state of despondency into which I had fallen; and she was repeating the conversation to her companion. Every word seemed a revelation. My pride was touched, and I resolved to try to become what they said I could.

I waited until they had finished and left the room, then stole away to my own chamber, not to sleep, but to think over what I had heard. I made many resolutions. How well I kept them the sequel will show.

It was a different girl that entered the school-room the next morning, one determined to throw from her as far as possible the burden which was crushing her down. I had no talent for music; but I excelled in some of my studies, particularly in mathematics. I learned that all was *not* lost, and that

"Behind the cloud is the sun still shining."

I remained at school more than five years, and when I left I found that I had won not only the respect, but the love of my schoolmates, as well as that of the officers and teachers. The first winter after leaving I spent with a sister in Canada, returning in the spring to another sister who lived near Boston. Before the short visit I had intended to make was ended, sickness came upon her. For a whole year she was unable to leave her bed, and I remained to care for her.

On the very evening of my arrival I was introduced to a young man who in less than two years became my husband. As our acquaintance grew, and it became known that a feeling stronger than friendship existed between us, there was no end to the evil prophecies of the people. Some even went so far as to say, "He ought to be put under guardianship if he knows no better than to marry that blind girl."

But we were married, notwithstanding, and went to

keeping house immediately. I did all of my own work, with some slight assistance from my husband in the evening in such things as inspecting the apples, looking over the beans, etc., which certainly require sight. I was soon able to cook any kind of meat or fish. If it were a roast, I first tested the heat of the oven, and then, according to the size of the piece and the kind of meat, decided how long it ought to remain. In frying meat or fish I discovered when it was sufficiently cooked by testing it with knife and fork, and judgment must be used in all cases. In broiling beefsteak, a light touch of the finger told when it was done.

The making and baking of nice pies I found at first very difficult, especially custards, which require the greatest skill in baking; but by placing my hand for an instant in the oven I soon learned to recognize when it had reached the proper heat, and by lightly passing my fingers over the custards I perceived when they were sufficiently baked. I failed many times; but my husband would say cheerfully, "Try again." I did try, and finally came out conqueror, though I will admit that I shed many tears over it; but the more difficult the task, the greater the victory.

Three and a half years later a little boy came to bless our home, and again people made comments. "What can she do? She surely cannot take care of her baby."

But baby grew, and seemed just as happy as other babies, though my husband admitted that, when he went away in the morning to his work, not to return until evening, he felt somewhat uneasy; but, finding mother and baby all right on coming home day after day, his fears soon left him. Six years later another little boy came to us, but by this time unfavorable comments had ceased. I cut and made my children's clothes, and did all my sewing as well as my housework for a number of years; and now it was remarked that no neater-looking children entered the school than those of the blind woman.

So time passed on for fourteen years, when my husband's brother died, leaving two daughters in his care; and, fail-

ing to find a suitable boarding-place, we took them into our own home. My husband, a carpenter by trade, gave up his business, and opened a grocery store. It was situated on a main street, and travellers passing by would call to ask if they could obtain a lunch. So it was thought desirable that pies and cake should be kept for sale; and I began, on a small scale, to make them. The pies were chiefly apple and mince; but squash, custard, and lemon were frequently made. I also made doughnuts, but I will confess that I did not fry them; nor do I think any blind person could do it satisfactorily. Not only travellers stopped for lunch, but neighbors came in to buy for their own tables. As business increased, I was obliged to have some one to assist me; but, with the exception of preparing the apples, I still did all the cooking for the house and store.

Our business prospered, but after a few years the failing health of my husband warned him of the necessity of relaxation; and, although he had foolishly married a poor blind girl, he had accumulated sufficient property to enable him to retire. For a time he seemed better, and I looked forward to many years of happiness. Six years passed, and one morning, while riding with my boys, without warning he fell, never to speak again. They brought him home, and again for a season it seemed to me that all was lost. But I had my two sons, both now grown to manhood, honored and respected; and I can still say, "All is *not* lost." I have a pleasant home with the eldest, a widower, for whom I am housekeeper, though not now without assistance; and some of the pleasant features of my life are the interchange of visits with those I have known for years at the school to which I owe so much, — the Perkins Institution at South Boston.

ELIZABETH P. PUTNAM.

Cliftondale, Mass.

OUR OWN HANDS.

I.

In presenting this exceedingly practical subject, I shall be obliged frequently to draw from my own experience, which, in its zigzag course through nearly half a century, has washed down a variety of soil. My text you will find somewhere in the book of "Every-day Life." It reads as follows, "If you want a thing done, do it yourself."

Organization and division of labor are fine theories, if not carried too far; but they are based on the assumption that every one's talent is recognized and brings its market value. The California miner found it convenient to know not only how to dig gold, but how to build his own cabin, cook his own food, and even mend his own clothes. Not that he could do these things as well as skilled specialists, but the isolation of his position made exchange impossible.

It is useless to ignore the cruel fact that the blind are more or less isolated. They cannot so readily find market for the product of hands or brain. Consequently, they are not so sure of being able to pay for the services of others. For example, as a teacher in my chosen department, my time may be worth a dollar and a half an hour. I can hire a waiting maid for three dollars a week. But, if I am not teaching, I had better wait on myself. In other words, if the world will not let me work for it, I must not let it work for me. An exchange of favors with the seeing may secure needed assistance; but my experience is that we are apt to give more than we get, and be held under obligation besides.

There are certain things which everybody, except idiots, ought to be able to do; though they may not always do them. The first is the care of one's own proper person and immediate belongings. It may be only the tying of a sash or the polishing of a pair of shoes; but, if we are always

obliged to call on some one else, it becomes a thorn in our self-respect. The same is true of those other ordinary acts which the seeing perform so easily, but which in the blind require resolution and ingenuity. This is our secret. We like to have it understood that we, too, do them easily. To the initiated I confess that to run a straight tuck, build a fire, or iron a white muslin dress gives me a keen satisfaction, because I used to be told that I couldn't.

Often, when lighting my bracket lamp, an amusing scene flashes out from memory. I used to think I couldn't light a lamp, especially this one. It happened once that a blind gentleman who was to lecture in one of our city churches spent the afternoon with me. It also happened that at sunset all the members of my family were out. Twilight settled down thicker and faster, a gloom which not even his brilliant conversation could illuminate. I had not the slightest idea whether, like myself, he could see light or was totally blind, but that did not affect the question of propriety. Deeper and heavier fell the shadows. Brighter and brighter flashed the wit. Could he see? The situation was intolerable. Excusing myself from the room, I rushed into the adjoining flat, and begged my neighbor to come and light my bracket lamp, and not tell.

When I was a little girl, I learned to do plain knitting; and for years this was my only useful occupation. But I could not bind off the heel of a stocking. When I asked to be taught how, I was gravely told that it had been discovered and laid down as a fact that blind people who could do everything else could not do this. I was often obliged to spend days, or even weeks, in demoralizing idleness till some one could find a few spare minutes to help me over this snag. The upshot was that I coaxed my mother's hired girl to show me how to do it myself; and I doubt whether mariner ever rounded rocky cape with more honest pride than I sailed into the foot of a stocking. Without any special fancy for rough work, it is still gratifying to know that one can nail up a curtain or tack down a carpet with one's own hands.

For many years I had two thorns in the flesh. One was a needle. I couldn't thread it. That is why it was a thorn. Friends tried in vain to teach me. Only by accident and at intervals of years would the thread penetrate the eye. The pride which I might have indulged in making hospital slippers and shirts during the war, and in doing much of my family sewing, abating naught of ruffle or piping, that pride, I say, was spoiled by this one humiliation. I think I never asked to have my needle threaded without a twinge of longing to do it myself. Needle-threaders were a snare and delusion. It was some help to have seven or eight needles put upon the spool at once. "Victory at last." The calyx-eyed needles are well called self-threading, the effort to thread them being so slight as to be almost unconscious.

Full in sight everywhere are clocks, yet no business man thinks of dispensing with a watch. How much more necessary, then, to a blind person is a private time-piece, which he has a right to handle! for without it he must often ask the time of day. To keep one's bearings without sun or stars is difficult; and, if a pocket compass can be used by the blind, every one who goes about alone should have one.

I have referred to two thorns in the flesh, one a needle. The other was a pen, and hurt worse. Of course, I learned to write with a pencil, and that was a thousand times better than dictating; but letters to strangers and each small attempt for the press had to be copied in ink. That cost money and a good deal more feeling; and so my literary aspirations were nipped in the bud. After seventeen years of almost incessant scribbling, my writing growing worse and worse, it was abandoned as illegible. Then I bought a Braille tablet, and thought the millennium had dawned. No bar of gold could have made me as rich as this little slab of nickel. My stile is unique, and suits me better than anything patented. It is a fine steel crochet-hook broken off and filed to a dull point. For nineteen years every formal address I have given, as well

as every line designed for print, has first passed through this medium. I have kept my diary and accounts in Braille, and taken notes at public gatherings. In Braille I mark spools of thread, spice-boxes and fruit-cans, old letters, books in ink print, packages of tracts for distribution, and small envelopes for bank-bills of different denominations. In short, I think in Braille. A few intimate friends learned to read my hieroglyphics, so that I could write directly to them; and my daughter discovered that, by ruling paper in squares and punching with a darning-needle, she could write directly to me.

Still, the thorn was not removed; for ninety per cent. of my letters and all of my manuscripts had to be written by an amanuensis. The most willing and delicate service was always a trial. I used often to ask whether some inexpensive method of printing could not be adapted to individual use. Eureka! The Hall typewriter adorns my library; and, surely, the millennium has come. Now with my own hand I can communicate with the English world.

True, my banker and a few other unreasonable men insist upon having my signature in pen writing; and, as I positively refuse to make my mark, we compromise on a pencil scrawl inked over. Not long since a good-natured lawyer actually compelled me to sign a legal document with a pen.

One point remains to be settled. At the polls I am blandly requested to state under oath that I cannot read or write English. I insist that I can, and only wish to be shown where to mark my ballot.

CLARA B. ALDRICH.

Joliet, Ill.

MISSION WORK IN NEW SOUTH WALES.

AMONG the earnest workers in behalf of the sightless are Mr. and Mrs. Harry S. Prescott, who for many years have been devoting themselves to the improvement of the condition of the blind in New South Wales. An English journal, *The Christian*, of January 12, contains an account of their work, some of the leading features of which are reproduced here: —

"Harry Shoobridge Prescott is a native of Staplehurst, Kent. He began active life in the humble but honorable rôle of a bricklayer's laborer. Having lost the use of one eye, he thought to better his prospects by emigrating. After some experiences in America, first as navvy and then as policeman, he found his way to New Zealand. There, while a member of the police force, he became totally blind, and was the inmate of a hospital for nearly a year."

Here he learned to read embossed print. He afterwards gained admission to the Melbourne Institution for the Blind, where he tried to fit himself for the place of organist, but found he had not the necessary talent. Neither had he the physical health to pursue the trade of basket-maker.

One Sunday afternoon, as he was reading the Bible, a lame blind boy stumbled against him, and, recognizing him, asked Mr. Prescott to read to him. The sound of the reader's voice quickly attracted other listeners, and thus began a regular Sunday Bible reading.

This little incident pointed the way which he has since pursued; and an interview with a blind man, who had been travelling and teaching through the colony, led Mr. Prescott to undertake a similar work. He went to Sydney in 1877, and (as he himself said) "in a strange city, going out with my stick, by inquiring and being led by God's spirit, I commenced searching out the destitute blind and helping them." In the course of nine years he had ex-

tended his efforts to South Australia and Queensland, and had travelled 60,000 miles, seeking, teaching, evangelizing, and in other ways helping the sightless. Besides teaching them to read and supplying them with good literature in the Moon and Braille types, his mission embraced industrial work for those able to earn a livelihood, and a fund for the poor and helpless.

The value of his labors was early recognized, and a coma mittee was formed to further them. Steamboat and railway companies assisted by giving him free passage everywhere, and the Australian government expressed its appreciation by giving a sum equal to that subscribed by the public.

In this good work Mrs. Prescott has been an able and devoted co-laborer with her husband. She early perceived the need of an institution for blind women. A home for youthful and adult male blind existed, but none for women. She secured a house, furnished it, and opened it for a limited number. She gathered a committee with whose assistance she has conducted the work until it has developed into the Industrial Home for Blind Women, for which a commodious structure has been erected in Strathfield, a suburb of Sydney. The memorial stone was laid in March, 1891; and the building has accommodation for about fifty persons.

This "Home" has now become the centre for the whole work. Mr. Prescott's time is wholly occupied in connection with the Home Teaching Society, under whose auspices nearly a hundred widely scattered places are visited every year, and about three hundred blind persons are the recipients of its care.

A CRICKETER AND CHESS-PLAYER.

ENGLISH journals have noticed the remarkable skill displayed by Mr. Hart-Dyke in the games of cricket and chess. From one of these we quote the following: —

"The eldest son of Sir W. H. Dyke is blind; but he plays cricket, and is very fond of the game. A writer in a Bromley paper describes his proficiency as a cricketer in the following terms: 'I saw him get eight runs the other day in a local match against a fast bowler, the ball having a bell inside it. His sense of hearing is so keen that he can both play and field the ball with great confidence and accuracy; and you would not imagine, to see him at the wickets, that he was sightless. He is a young fellow about twenty, and a great favorite with all the village folk; and he enters into their sports, and appears to enjoy them thoroughly in spite of his terrible affliction.' A year ago he asked to be admitted to the Cambridge University Chess Club, if blind players could be members. The only favor he asked was that he might be allowed to bring his own board. There was a good deal of curiosity shown the first evening he came to the club, and few believed he would prove himself even a player of medium strength. In his first game, however, using his hands to discover what moves his opponent made, he easily vanquished one of the weaker members, and subsequently gave one of the last year's team a hard tussle before he resigned. In the final tournament to decide the players to represent Cambridge in the inter-university match he played extremely well, and it is confidently expected that he will be one of the seven to do battle against Oxford next year. On the last occasion one of the best players in the match was of Indian birth; and a still more interesting chess-player, it is hoped, will take his place in the team in the person of Mr. Hart-Dyke next April at the British Chess Club, where the rival Blues always meet."

WHY IS IT?

THERE are two questions in connection with our education which have always interested me, and which, though they may not be of practical use, I would nevertheless like to submit to *The Mentor*.

First, Why is it that so much larger a percentage of the blind than of the seeing exhibit a marked musical ability? Is this wholly accounted for by the higher place given to music in the courses prescribed by our institutions?

Second, How comes it that we, as a class, are so uncommonly stupid in the literary branches of our education? Think of boys of from nineteen to twenty-two (which I think is a fair average) just graduating from a school which leaves them still two years of work before they are ready for college, while it is not at all uncommon to find seeing boys entering college at twenty or even under that age! Can't we "have a move got on us" some way? if I may be pardoned the very expressive phrase.

C. W. HOLMES.

MILTON'S WATCH.

A STORY is going the rounds of the press that the watch worn by John Milton in life may now be seen in a shop in Chicago. It was made by Thuillier, in Geneva, in 1670. The story told is that it was pawned in St. Louis about a year ago by a gentleman of Verona who found himself short of funds. He exhibited a certificate of genuineness signed by the curator of the British Museum. The watch, it is said, was made for Milton, with raised figures on the dial, so that the blind poet could read the time of day with his fingers.

AT HOME AND ABROAD.

ARKANSAS.

LITTLE ROCK.— Mr. Otis Patten, one of the early graduates of the Perkins Institution, who started the Kentucky School for the Blind, was afterwards superintendent of the Arkansas School, and of late years president of the Little Rock Mission and Tract Society, at its last annual meeting, January 8, declined re-election in order to retire from active duties. Rev. J. P. Lowry read an interesting report of the work done by Mr. Patten among the prisoners, the poor and the needy, during the seven years of the existence of the society. Toward the close of the meeting Rev. Dr. Barret introduced the following resolution, which was adopted by a rising vote: —

Whereas Professor Otis Patten, who has been the efficient and acceptable president of the City Mission and Tract Society of this city, from its organization to the present time, is about to sever his connection with it to take up his residence in another State, we desire to place upon record our high appreciation for his indefatigable labors and wise administration in the interests of this important work, and our deep sense of loss in being deprived of his counsel and labors in the future. The usefulness and success of the society have been achieved largely by his untiring efforts, and to his benevolent zeal is due its existence. We bear testimony to his unwavering faith and consecrated zeal in the Master's cause, his liberality in its support, and his uniform Christian spirit in all his association with us; and we invoke the blessing of God upon him and his labors wherever his lot may be cast.

COLORADO.

THE COLORADO INSTITUTION FOR THE DEAF AND THE BLIND is a part of the public school system of the State. Its enrolment at the time of the last biennial report — Nov. 30, 1892 — was one hundred and thirty-five of whom forty-seven were blind. Five years ago there were but thirteen children in the school, and the increase of attendance in this department has been greater than in the department for the deaf.

The course of study is the same as that arranged for the city schools. Both line print and New York point are used, the former being taught first. A kindergarten was started a little more than a year ago, with very satisfactory results for both the

deaf and the blind children, the success in clay modelling being especially gratifying. The school is well supplied with teachers of experience and ability, but suffers for lack of necessary appliances. During the past year the blind boys have given a series of entertainments, charging a small admission fee, and thus raising a suffcient sum to purchase a set of band instruments, on which they are learning to play and are paying for their instruction.

In the industrial department the larger deaf boys are taught carpentry, cabinet-making, and printing, while the blind boys learn broom and mattress making and chair-seating; and a ready sale is found for all their products.

Superintendent Ray makes a point of keeping pupils employed. For the older ones the industrial department supplements the school; and for the younger special care is taken out of school-hours by placing them under the care of officers, who keep their minds and their hands so occupied with various handiwork, games, walks, and exercises that they not only escape many of the temptations which idleness brings in its train, but begin in early life to form habits of industry.

ENGLAND.

BRADFORD.— From the Bradford *Daily Argus* we learn of the New Year's festival held in connection with the Institution for the Blind in that city. The annual report was presented by Mr. Priestman, who stated that there were 80 members in the institution, and that the turnover for the year amounted to £13,000.

In the afternoon a service was held under the leadership of Rev. H. Stapleton. Some three hundred persons sat down to tea, and about five hundred more were present at the entertainment which followed.

LONDON.— The *Daily Chronicle* gives an account of some of the visitations made by members of the conference of the Incorporated Society of Musicians. Their first visit was to the Temple, where they were entertained by Dr. E. J. Hopkins, the venerable organist, and Mr. Alfred Hollins (blind), who gave recitals on the fine instrument, which has sixty speaking stops. It was built in 1688, somewhat improved in 1849, and reconstructed in 1868.

Thence they proceeded to St. Bartholomew's Priory Church, which was founded in the year 1123, and boasts the font in which William Hogarth, the painter, was baptized.

In the afternoon a party of some one hundred and fifty members went to the Royal Normal College at Upper Norwood, where, after visiting the grounds and witnessing the methods of instruction, they listened to an address by the principal, Dr. F. J. Campbell, read by Mrs. Campbell.

Dr. Campbell considers the musical profession as the one best suited for the blind, and holds that they should have able teachers and the best opportunities for hearing music, so as to be prepared to compete with the seeing in open market. As the blind are apt to have less vitality than the seeing, he places much stress upon physical development. Great attention is given to the cultivation of energy, courage, and independence, to overcoming awkward mannerisms and disagreeable habits, and to teaching graceful action. "The blind man who intends to follow music as a profession must have a well-disciplined mind, capable of analyzing and dealing with music from an intellectual point of view. If the mental faculties have not been developed and thoroughly disciplined, the blind teacher or organist, however well he may play or sing, will be a failure. Even with superior mental training, the instruction must be more thorough, more analytical, more comprehensive, than corresponding instruction given to seeing persons."

THE LENDING LIBRARY FOR THE BLIND, 114 Belsize Road, has completed its tenth year of usefulness. During the last year 377 volumes have been added, making its total number 2,423. Of the new volumes 103 have been copied in Braille. One long task of this kind, Motley's "Rise and Fall of the Dutch Republic," in 32 volumes, all written by Miss Wardell, was completed this year. This library supplies with books 261 members in various parts of the kingdom, besides fifteen institutions and a reading association in Brighton. With the exception of some household work done by a paid assistant, all other service in connection with the library is purely voluntary.

ILLINOIS.

ILLINOIS INSTITUTION FOR THE BLIND.—The rapid march of progress in this school during the biennial period ending July 1, 1892, is indicated in the report of the Board of Trustees. In the household department the construction of a kitchen and bakery, with new cooking appliances, has supplied ample room and conveniences for present numbers and needs; while the whole is so arranged that, with but slight additional expense, provision can be made for increased attendance. In the boiler house a sixteen-

foot, sixty-inch boiler has been set, and room provided, so that, when the smaller boilers now in use shall be cast aside, they may be replaced by others as large as the new one.

An isolated building has been fitted up for a hospital. Its first floor contains a ward for the boys and a corresponding one for girls, each large enough to accommodate from four to eight beds, and having bath-room and water-closet adjoining, a nurse's room, and a small kitchen with conveniences for preparing the simple diet of an invalid. If complete isolation is necessary, the second floor may be used.

Of an appropriation of $3,000 by the State for school and shop apparatus, somewhat more than half has already been expended, and many new machines have been provided for the broom-shop. A complete printing outfit has been procured, and much of the work in the printing-room is done by the pupils. Two Hammond, three Remington, and ten Merritt typewriters have been purchased; and regular instruction is given in the use of these as well as the Braille-writers, with which the pupils emboss with great rapidity. In addition to this, a large amount of philosophical apparatus for the high school and specimens in natural history for all grades have been provided.

The report of Superintendent Hall treats of some of the differences between the instruction of the blind and that of the seeing, and briefly records the work of the various departments; while that of the physician gives the causes of blindness among the pupils and the pathological conditions, with information concerning diseases of the eye and their prevention.

MISSOURI.

MISSOURI SCHOOL FOR THE BLIND.— The eighteenth biennial report of this school was presented Jan. 1, 1893. The president of the Board of Managers, after treating briefly of its general educational and financial affairs, refers to a change of location proposed some time ago, which he now considers desirable, and recommends to the General Assembly that the sum of $150,000 be appropriated by the State for the purchase of a new site and the erection of the necessary buildings, that a commission be appointed to purchase the site and direct the building, and that the present property be sold as soon as it is expedient to do so.

The report of Superintendent Sibley touches briefly upon the progress in methods of education of the blind during the last ten or twelve years, in all of which he seems to have kept his school

well in line. A kindergarten established eight years ago; a library of 5,000 volumes in line type and 2,500 in Braille; a gymnasium; improved maps and philosophical apparatus; the introduction of sloyd work and various new ideas in handicraft,— these, with an ever watchful eye for still better things, are indications of a spirit of progress which can scarcely fail to produce good results.

A considerable part of the report is given to the discussion of embossed systems, especially point systems, and a criticism of the policy pursued by the managers of the American Printing House for the Blind.

NEW SOUTH WALES.

SYDNEY.— The thirty-first report of the Institution for the Deaf and Dumb and the Blind is received, and records the presence of 96 pupils — 73 deaf and 23 blind — on Sept. 30, 1892. The establishment of another institution for the blind has somewhat lessened the number in that department. Of the 23 new pupils admitted during the year, the average age of nineteen was ten years, which is considered far too high, seven years being thought the most desirable age.

Some improvements and additions to the buildings have been made; and separate entrances for boys and girls, increased sleeping room for the latter, and better school-room accommodation for the blind have been provided.

The report evinces an equal care and interest for both classes of pupils, as well as a desire to adopt the most advanced methods; and Superintendent Watson feels that they will be fairly abreast of the times when they shall have introduced for the blind the kindergarten and instruction in the use of tools. He strongly emphasizes the importance of both of these.

The directors have recently taken a new departure in inviting an outside test of the efficiency of the teaching, by the inspectors of the Department of Public Instruction, who summarized their report made Dec. 13, 1892, in the following words: —

"The schools are managed in an excellent manner, and their condition is highly creditable to the superintendent and his assistants."

NEW ZEALAND.

An institution for the education of the blind was established in this colony somewhat more than a year ago.

NOVA SCOTIA.

Dear Mentor,— The regular work of our school is progressing satisfactorily.

Among the methods adopted for obtaining information with respect to blind children, the following has been found most effective. Twice in each year the Superintendent of Education for the Province of Nova Scotia issues a schedule of questions, which each teacher receives and answers. Among the questions now asked in Nova Scotia are these: —

1. Do you know of any children in your district not attending school?

2. Are any of these prevented from attending on account of the total or partial loss of sight?

3. Give the names of all such children, with the addresses of their parents.

By the adoption of this method we have in the field thousands of agents who twice in each year have their attention called to young blind persons, and through whose reports we hope to reach many children who otherwise might be overlooked.

In order to strengthen the interest of the teachers of the public schools and stimulate them in taking an interest in our special work, we have embodied in the provincial report of the Superintendent of Education a letter from our own superintendent, in which the aims and objects of the school are fully set forth. The great point with us is, if possible, to reach every blind child; and those who know the difficulty of doing this will understand the advantages of the systematic effort we are now making.

Through the public reports the teachers become interested, and through their semi-annual replies to the schedule of questions which it is their duty to answer we obtain information which is of value to us and of advantage to the youthful blind of Nova Scotia.

C. F. FRASER.

PENNSYLVANIA.

PHILADELPHIA ITEMS.— Three of our Braille-writers are being put to special use,— that of book-production. On one a host of little stories have been written: these the writer gave to individual boys and girls. On the second tangible copy for our "blind copyists" has been produced to the amount of approximately five hundred pages. The following tales and poems have been written out on the third machine. These the writer bound separately, and placed in the pupils' reading-room: —

The Trinity Flower; The Blind Man and the Talking Dog;

Ladders to Heaven; Daddy Darwin's Dovecot; The Story of the Currants,— of the Salt,— of the Bees; Richard Carr's Baby; The Little Match-girl; The Story of a Scottish Shepherd Boy; The Story of Ali Cogia; The Story of the First Thanksgiving Day; Tam O'Shanter; The Hanging of the Crane; A Visit from St. Nicholas; Lady Clare.

QUEENSLAND.

BRISBANE.— An institution for the blind and the deaf has just been established here; and the children who, up to the close of the last year, have been sent to the Institution for the Deaf and Dumb and the Blind in the neighboring colony of New South Wales, are now withdrawn to attend school nearer home.

SCOTLAND.

GLASGOW.— The sixty-sixth annual meeting of the Glasgow Asylum for the Blind was held January 17, 1893, the Hon. the Lord Provost presiding. The secretary, Mr. Tasker, read the report for the year. The liberal support of the public has enabled the institution to extend its benefits to 215 blind persons. A new era has been opened in industrial occupations by beginning at an early age to develop the sense of touch by kindergarten training, clay modelling, and basket-making. During the year the technical school has been equipped with suitable benches, tools, turning-lathe, gas-engine, etc. Special teachers have given their undivided attention to instruction, and the results have been highly gratifying to the managers. The value of the goods sold in the industrial department amounted to £25,408 19*s.*

The Lord Provost, in moving the adoption of the report, said that the name "Glasgow Asylum for the Blind" was too limited, as it afforded relief to many sightless persons for miles around that city. He thanked the people for their generous response to the call for subscriptions and for their purchases of goods made by the blind; and he must ask them to do still more because of the increasing claims upon the institution and because new means are constantly being found for alleviating the misfortune of blindness.

Sir James King, in seconding the motion, said that this institution, now sixty-six years old, was the first of its kind in the country, and was prepared to deal not only with the education of the young, but with providing industrial training and employment for adults. The best way to aid the blind was to help them to provide for themselves, and this was the great object of the institution.

The report was accepted, and officers were elected.

EDITORIAL NOTES.

THE HEART SUNSHINE SOCIETY of Hartford, Conn., which has so vigorously started a new movement on behalf of the blind of the State, is pushing its work with great earnestness. One of its prominent aims is to assist young blind men and women after leaving school to enter into business, and the desire to do this has developed into a purpose to found a training school in connection with which a mercantile and manufacturing establishment shall be carried on. Accordingly, an organization has recently been effected in Hartford, under the title of the American Institute and Business College for the Blind, the trustees of which propose to open a store which shall be mainly conducted by persons deprived of sight. It will undertake to serve the public efficiently, and to enter into competition with establishments for similar lines of business conducted by seeing people. This is a new version of the German *Fürsorge* Society, and we hope it will prove a valuable one.

* * *

WE quote from the *Inventive Age* the following paragraph describing a recent invention to facilitate writing, which some of our readers may find very helpful: "Mr. D. F. Saum, of Washington, D.C., has recently invented and patented an important device called a 'Writer's Aligning Desk.' By this clever invention it is intended to render the labor of writing of any kind by the near-sighted, the nervous, and the young, as well as the blind, one of pleasure and profit. The device is very simple in construction. It is a small writing-desk, on the top of which a light tube of brass is attached upon the principle of a type-writer-spacer, to lower itself at regular line distances. Upon the tube is placed a brass ring which moves with ease backward and forward along the tube, and into this the little finger of the right hand is thrust when writing. This enables the writer to do his work with accuracy and despatch. By this device Mr. Saum has rendered a service to the 'writing world'; and, as it can be made at a price within the reach of all, it ought to find a ready and wide market."

MANY schools for the blind and kindred establishments send us their annual reports, circulars, or papers relating to their work, while other friends of the cause very kindly forward items from miscellaneous sources and call our attention to matters of interest. To all who have thus favored us we desire to return our cordial thanks, and we trust that others will assist us in a similar manner. We would suggest that, when newspaper cuttings and like material are sent, they should be accompanied by the name and date of the journal from which they are taken.

* * *

UNDER the caption, "Why Is It?" a contributor asks two pertinent questions, to which we invite the attention of teachers.

SOME of our readers have expressed a wish to know what others say of *The Mentor*. We give, therefore, a few unsolicited expressions of opinion from our subscribers: —

BUFFALO, N.Y.

I have been very much interested in *The Mentor* during the past year, and congratulate you in giving to the public so helpful and interesting a journal.

F. PARK LEWIS, M.D.

CHAUMONT, N.Y.

I listen with eagerness to the words of ringing eloquence and pathetic pleading that speak through the pages of our dear magazine, and earnestly pray that all conflicting opinions regarding the best methods for promoting our advancement may speedily be harmonized into the groundwork of grander schemes, which will meet with no impediment.

A. ROSALTHE CAREY.

SEWICKLEY, PA.

The Mentor is just the thing we all needed long ago; and I hope it will prove a financial success, as it has done in a literary sense.

ALDEN F. HAYS.

CLEVELAND, OHIO.

I will enclose a dollar for my subscription to another year of *The Mentor*. This magazine is becoming very valuable to me, and its arrival each month is looked forward to with much pleasure.

H. E. BOESCH.

INDIANA INSTITUTION FOR THE BLIND, INDIANAPOLIS, IND.

Let me assure you that we all heartily enjoy your periodical, and I shall take pleasure in spreading its circulation.

E. E. GRIFFITH.

SCHOOL FOR THE BLIND, FARIBAULT, MINN.

Wishing for your valuable little magazine and for yourself personally all possible success, I remain, Very truly yours,

JAMES J. DOW.

GARDEN CITY, KAN.

Earnestly desirous to assist in promoting the interests of *The Mentor*, and anticipating the pleasure of a talk with its readers in the near future, I remain,

Your sincere friend and grateful well-wisher,

BARBARA WHITSON.

COLORADO SCHOOL FOR THE DEAF AND THE BLIND, COLORADO SPRINGS, COL.

I am very much pleased with the magazine, and derive much valuable aid from perusing its pages. I hope you will have the success you so richly merit.

JOHN E. RAY.

CALIFORNIA INST. FOR THE DEAF AND DUMB AND THE BLIND, BERKELEY, CAL.

I agree with you that the blind and all those interested in them should do all in their power to make *The Mentor* a power for good throughout the world.

C. T. WILKINSON.

ST. PETERSBURG, RUSSIA.

Your *Mentor* I find very interesting.

H. BLESSIG.

NEW SOUTH WALES INST. FOR THE DEAF AND DUMB AND THE BLIND, SYDNEY, N.S.W.

We are very much pleased with *The Mentor* so far, and wish it every success. The numbers already issued contain some very useful and interesting information, not only for the blind, but for the seeing also.

ELLIS ROBINSON, *Hon. Sec.*

SYKEFIELD, LEICESTER, ENGLAND.

I read the magazine with much interest, and from time to time derive from it much useful information on the subject of the blind, especially in "At Home and Abroad" and in "Editorial Notes."

WILLIAM HARRIS.

RICHMOND, SURREY, ENGLAND.

May I express my warmest approval of your publication, *Mentor*. It is a work that has been long needed, and I hope you will be able to continue it.

MARIABELLA ELIOT HODGKIN.

THE MENTOR

VOL. III. APRIL, 1893. No. 4

NOTES OF A JOURNEY.

Some time ago the editor of *The Mentor* solicited from me a contribution for its pages. The many duties of my profession make it impossible for me just now to furnish a scientific article. At the congress of instructors of the blind at Amsterdam the well-known English philanthropist, Dr. Armitage, made a report upon the American institutions which excited great interest among the audience. I trust, therefore, that the following "Notes" concerning European institutions may be of interest to some of the readers of *The Mentor*.

I.

I. PRAGUE.— The capital of Bohemia, Prague, has two institutions for the blind.

(*a*) The educational institution is situated on the Hradschin. The building is insignificant, and the rooms are accordingly small. It was founded in the year 1808, and now numbers 73 pupils, 40 boys and 33 girls, of whom 40 are of Bohemian and 33 German nationality. The tuition, care, and attendance are intrusted to seven sisters of charity, who teach in the school, and also take charge of the industrial training. The school is divided into three classes, two of which are conducted by the sisters and one by a secular teacher who has long been connected with the institution. For writing the Klein pin type apparatus and the Braille point system are used. The establishment is abundantly provided with appliances for teaching. Excellent work is accomplished in music. In addition to the resident teacher, no less than seven music teachers, from the city, give lessons, which include the organ, piano, violin, guitar, clarinet, flute, bassoon, oboe,

double bass, 'cello, zither, singing, and piano tuning. A few pieces were given in my presence, among others the "Kaiser Quartette" by Haydn, which was finely executed and with feeling. Much time is devoted to the musical training, and the good results are apparent. The teaching of work is less successful. The girls indeed learn female handicrafts, such as knitting, crocheting, fancy work, and sewing; but, instead of teaching the boys useful trades, they are only employed in making carpets. The industrial training must therefore be characterized as insufficient. According to the statement of the superior, however, there are certain existing conditions which cannot immediately be changed; but as soon as possible a better exhibition of manual instruction will be sought. The chief defect of the institution lies in this: that, after a course of six years' training, it dismisses its pupils without any further care for them. It is true that the former pupils receive brief, occasional visits from the sisters; but there exists no organization for their protection. A few of their number find places in the Prague asylum. The majority unite in trios, quartettes, and sextettes, and seek to earn their living by concerting at public houses. What moral and physical dangers lurk in such a way of living is sufficiently well known.

(*b*) The Institution for the Maintenance and Employment of the Adult Blind is located in a fine building in the Bruskagasse. The house is well suited to its purpose, has light, airy rooms, and a large and pretty garden in the rear. It has also a spacious chapel, adorned with beautiful frescos. The institution owes its origin to Professor Klar. It was founded in the year 1832, and is a private establishment, like the school before mentioned, but is in no way connected with the educational establishment. The present number of pupils is 120, 50 males and 70 females. As many of these enter the institution without ever having received an education, the younger ones enjoy a little schooling, which, however, is of no great importance, and is only incidentally given. According to the statements

of the members there are four departments, in which every one receives about two hours' instruction per week. The Klein pin type and the Braille point are also used here. But little time is given to the musical instruction, which includes the piano, harmonium, violin, and singing. The greatest attention is given to industrial training.

In the basket-making department I saw pretty and skilfully plaited articles,— basket cradles, travelling baskets, oval and square laundry baskets, market baskets, etc. The pupils use a measure by which, one dimension being given, the others can easily be found, and thus regular proportions are secured. In the brush shop the workmaster stated that thirty styles of brushes are manufactured, of which the birch brooms for sugar manufactories, railroads, and breweries are most salable. Mat-making and rush and cane seating are also done. The women are taught female handiwork, and many learn brush-making, also. In the year 1876, I, for the first time, had an opportunity to see the Prague institution. What a difference between that time and the present! Then grown men sat at the distaff. They knew no other occupation. The institution seemed like an infirmary. To-day the most profitable branches of industry are introduced, and busy, active life prevails. Prague has made great progress.

II. DRESDEN.— The Saxony Institution for the Blind is located in the busy Chemnitzer-strasse, and consists of three buildings,— the institution proper and two wings. In the institution building are the three school-rooms, which also serve as sitting-rooms, the sleeping-rooms for the smaller boys and for the girls, besides the home of the director and the teacher, who are practically civil officers. In one wing are the bath-room, the apartment devoted to basket-making, and the shop for brush-making; while in the upper story is the large dormitory for adult male pupils. The stock is stored in the basement. Beside this building is the rope-walk. In the other wing are the porter's dwelling and the salesroom. The institution was founded in the year 1809 as a private establishment by a

literary man named Flemming, and in 1830 it was accepted by the government as a national institution. Its object is to receive the hopelessly blind, and to fit them for lives of industry. At present it has 205 pupils, and rejoices in an organization which has no superior.

The preparatory school at Moritzburg (a mile distant from Dresden) numbers 50 scholars, from six to eleven years old, and is divided into a kindergarten and three school classes.

The main establishment in Dresden has 105 pupils, from eleven to twenty years old. Those of school age, now 44 in number, are taught in three graded classes, in addition to which an advanced class has been established for older pupils.

There is, moreover, a so-called outside department: (*a*) for the male blind who have lost their sight in later life, at Moritzburg, where there are now 22 inmates; (*b*) for the females who have become blind in adult years, at Königswartha, where there are 6 at present; (*c*) a department for feeble-minded blind children,* in Königswartha, which numbers 22 pupils; and (*d*) an asylum for the aged and infirm, at Königswartha. The inmates of the asylum are not included in the before-mentioned number, 205.

In the kingdom of Saxony *all* the blind capable of education enter these institutions. It is the rule; that is to say, blind children of school age are *required* to enter an institution, if their education by competent teachers is not elsewhere provided for.

The industrial training includes basket-making, brush-making, rush and cane seating, rope-making, and the handiwork of women. The receipts for the goods sold at the institution in 1888 were as follows: —

For basket-work, ...	12,241	Mark,	37	Pfennig.
For rope, ...	12,534	"	98	"
For knitted articles, ...	361	"	30	"
For sewing, ...	14	"	47	"
For brushes, ...	22,340	"	07	"
Total, ...	47,492	Mark,	19	Pfennig.

* The only institution of its kind in the whole world.

of which 15,117 M. 88 Pf. was paid to pupils who have left the institution, 1,888 M. 63 Pf. for basket-work, 3,262 M. 12 Pf. for rope, and 9,967 M. 13 Pf. for brushes.

Music is only taught as a means of enjoyment and æsthetic culture.

The institution at Dresden was the first to recognize the necessity of a well-organized system for the care of those who go out from the institution and to carry out its purpose. This so-called "Saxon Fürsorge" (whose organization, I presume, is well known) has become the pattern for other establishments, and has found imitators in America. The number of those who have gone out from the institution is about 400, and the present fund for their support amounts to 1,000,000 M. They are supplied with stock, when they leave; but money is furnished only according to their necessities, and then through some confidential agent. Aged persons receive greater consideration, because they have not been so well educated, and are less skilful at trades than the present inmates of the institution. In 1888, 152 blind women were supported at a cost of 19,192 M. 68 Pf., an average of 126 M. 27 Pf.; and 216 men, at an expense of 22,838 M. 65 Pf., or an average of 114 M. 53 Pf. each. The maintenance fund is applied at the discretion of the director.

JOSEPH RUPPERT,
Head Teacher in the Royal Institution for the Blind.

Munich, August, 1892.

(*To be continued.*)

THE BLIND OF NANTES.

[*Translated from Le Valentin Haüy.*]

NANTES is one of the French cities in which solicitude for the blind is the most active. A splendid deed was done in their behalf on the day when the general council of the Loire-Inférieure, yielding to the humanitarian influence of Brother Louis, the zealous director of the Persagotïère School for Deaf-mutes, granted the sum needful for the establishment of a section for the blind in this beautiful institution of the department.

It was also at the instigation of Brother Louis that thirty-five years previously the deaf-mutes had been transferred from the Saint-Jacques Hospital to the extensive domain of the Persagotière, at the gates of Nantes, purchased by the department for this purpose.

Having seen the number of deaf-mutes in the Nantes school considerably increase, thanks to its location, having sold gardens and fields in order to give his pupils a more thorough education and a more practical training, this worthy monk conceived the generous desire that the blind should enjoy the same blessings. He had the satisfaction of obtaining from the general council in 1889, a vote favoring his wishes. In January, 1890, he died, without having seen in operation the school established by his care. It was inaugurated one year later, in January, 1891.

Brother Privat, who has succeeded Brother Louis in the superintendence of Persagotière, and has inherited his views, is actively devoted to the new establishment. He will neglect nothing that will give his pupils a business education of a character that will make them useful blind men, — workmen.

The present is therefore assured, but this is not all. It is also needful that the pupils at Persagotière find, when they leave, some means of employment. It is needful to

secure for them an opportunity to practice the trade which they have learned. In a word, it is necessary to establish the patronage without which they are in danger of being unable to profit by the education they have received. On this point, also, the city of Nantes seems fortunate. Two good men, physicians, Dr. Mouliéras and Dr. Couëtoux, are competing in zeal to organize workshops and to procure employment. They have already succeeded in assembling several brush-makers, who desire only one thing, to earn a living by their work; but the practice of their vocation demands, first, certain things, the cost of which represents nine-tenths of the market value of the manufactured articles, while the hand of the workman receives but one-tenth. It is evidently important, before purchasing these first necessaries, to be able to count upon the continuance of receipts, to have a certain patronage and some orders in advance. This is what the workmen of Nantes desire. This is what their protectors are endeavoring to insure them. First in rank among their protectors, they were fortunate in being able to count upon their venerable bishop, Monseigneur Lecoq, who kindly encouraged Dr. Mouliéras to solicit for them the patronage of all the monasteries and convents of his diocese. This favor will be continued; and the recommendation of the bishop, already used with advantage at some establishments near by, will certainly not be withdrawn.

Dr. Couëtoux on his part would obtain orders for brushes and brooms for the army, for civil offices, and for the departmental service. Why should he not succeed here as they have succeeded elsewhere? We know regiments that are supplied with brushes by the blind, and departments where the bridge and causeway service uses brooms made by them for cleaning its roads.

The general council of the Loire-Inférieure, which has already manifested such good will toward the blind, will recognize in the establishment of a workshop with good patronage the completion of its work. Not content with receiving the blind at Persagotière, and giving them in-

struction there for several years, it would protect them when they leave the school, and secure for them remunerative employment. We are confident that the workshops which Dr. Mouliéras and Dr. Couëtoux are striving to establish at Nantes will not lack the support of the general council.

AFTER GRADUATION.

IV.

MABEL threw up her window early the next morning, and, leaning out, drew in a long breath of the sweet, pure air. An observer might have said, "The world is beautiful, but this poor girl cannot see it." Ah! but she did. Is the mere photographing of objects on the retina all there is to seeing? How much of the picture which the brain perceives is the direct result of optical impressions, and how much is added by the mind, with its knowledge, culture, memory, and power of comparison? Does not mind color and animate matter? And may not the soul whose natural windows are closed reach out through other senses or through the eyes of another, and, laying hold of the objects of the material world, clothe them with its own grace and beauty, and blend them into one harmonious whole, until the picture becomes as real to him as to his fellow who is said to see?

Mabel knew every object in the landscape before her; while the sounds of life which animated it, the magnetic influence of light and sunshine, the dewy fragrance of the air, the rhythmic motion of the leaves, all conveyed to her impressions which are distinct from sight, though rarely separated from it by those who see.

From childhood Mabel had loved nature, and been familiar with its varied forms. She knew every bird by its notes. Trees and plants were like old friends. Her

chief enjoyment this summer had been in tending some neglected flowers in the garden, and they had flourished remarkably under her care.

She turned at last from the window, strengthened and refreshed, and began to carefully arrange her hair, remembering one of Miss Lane's oft-repeated injunctions, that one should always strive to look, as well as do and be, one's best; that one should always be as neat and attractive as possible, this being a duty we owed to ourselves and to others. Mabel Forrester was not beautiful; for it is the eyes which give to beauty its greatest charm, and hers were expressionless. But, when the soft brown hair lay in shining coils about the shapely head, when the dress was tasteful and becoming, when the regular features were lighted up by high and noble thoughts, no one would have called her plain or uninteresting.

"I wonder what I shall find to do to-day," she asked herself, as, having finished her toilet, she turned to leave the room. Then she suddenly remembered that Lizzie was still asleep, and that she usually came in to breakfast late, causing unpleasant remarks.

To waken her little sister and assist her to be punctual this morning Mabel resolved should be her first task. A rather difficult one it proved, but patience conquered. The added cheerfulness and good nature at the breakfast table was reward enough, and Mabel determined the experiment should be repeated until Lizzie was broken of her tardy habit.

"What are you looking for?" Mabel asked, entering the sitting-room, where Rob was distractedly pitching books and papers about, in search of something.

"It's my knife. I had it here last night, and now it's gone; and I'm sure Hal's got it," replied Rob, continuing his search.

"Let me help you look for it," said Mabel.

"I guess you can't find it if I can't," was her brother's rather scornful answer.

Without a word Mabel quietly began the search. Com-

mencing at one corner of the room, she took each stand, shelf, and table in turn, carefully removing each article and bringing order out of chaos.

As she went, half-way around the room she came upon the lost knife.

"Well, I declare!" was Rob's surprised exclamation; and the concession in his tone Mabel hailed as a victory for her.

We need not follow her through the whole of that day. Suffice it to say that at each step she found something for willing hands to do, and in the days that followed many ways to be useful. True, they were little things, and no one seemed to notice them; but Mabel was learning one of the great lessons of life, to minister to others with no thought of reward. So she persevered, though not wholly satisfied. She was happier than since her return home.

There was one trial, however, which seemed harder to bear as the days went by. This was the lack of reading. Fond of literature, appreciating it with keen delight, this deprivation was terrible. Most people would be shocked to learn that a member of their household was actually suffering from physical hunger and thirst; yet the mind cannot live without food any more than the body, and how many there are who, like Mabel, are enduring this mental starvation! And this, too, in an age when everybody reads, and when the world is almost overwhelmed with literature.

Mabel had a few books in raised characters; but these she had read and re-read, and her aunt objected to her sending for more on account of their bulk and the room they would occupy. Aunt Sue did not mean to be cruel, neither did the rest. They were busy people. They read for relaxation, and probably never thought of reading aloud. At least they never offered; and Mabel, attributing this neglect to indifference or disinclination, would not ask them.

One Sunday afternoon she came out, and sat down on the veranda steps. Her father, aunt, and sister were all reading. Mabel thought of her friend, Rose Harmon, whose

people always read to her, whose sister never seemed to enjoy a book unless shared with her. Rose was always writing of something nice she had just read.

Mabel was bitterly contrasting her friend's condition with her own, when Lizzie came up and leaned against her, exclaiming with a deep sigh, "Oh, dear! I wish it never was Sunday."

"Why, Lizzie!" said her sister, in surprise. "I thought you liked to go to Sabbath school."

"I do," answered Lizzie; "but after dinner Aunt Sue won't let me play, and they all read, and it gets so still, and,— well, it's dreadfully stupid."

"Why don't you read, too?" asked Mabel.

"Read to myself?" asked Lizzie. "Oh, that ain't no fun. I don't know what the long words mean, and I always go to sleep when I try. I wish you could read to me," she added.

"Suppose you read to me," suggested Mabel.

"Oh, could I?" cried Lizzie, eagerly. "Would you like to have me?"

"Of course, you could, dear; and I should like to have you very much," replied Mabel.

"Then let's begin now. What shall I read?" And Lizzie sprang up in childish excitement.

Mabel thought a moment, then said, "Bring the book you got at Sabbath school, and we will go down in the orchard, so as not to disturb any one."

"All right." And Lizzie ran gayly away to find the book.

The reading proved a greater success than Mabel had anticipated. She had hoped to amuse, possibly instruct, her little sister, nothing more; but, like most purely unselfish efforts, it was destined to return in blessing upon her own head, for Lizzie proved a pleasant little reader, anxious to improve and willing to be taught.

At first she spelled the long words, and Mabel pronounced and explained. They chose easy books; but gradually, as the little reader's capacity developed, they

undertook harder reading, until Lizzie was able to read anything which her sister desired to hear. Of course, this result was not obtained that fall, nor in the winter that followed; but from its beginning the reading proved a source of pleasure and profit to both the girls, and when, in after years, Lizzie was often complimented on her good reading and extensive knowledge of books, she always declared that she owed it all to her sister Mabel.

As winter approached, Mabel was forced to abandon the outdoor life which she loved, and was driven to seek more employment indoors. To her surprise she found that this was not very difficult. All unbeknown to herself, she had won a place in the affections and confidence of those about her. Her father was glad that she seemed so cheerful, and began to notice her thoughtfulness for his comfort. Mary found in her sister a sympathetic companion, and insisted that Mabel should share her social privileges and pleasures. Sometimes Mabel consented, but her sensitive fear of making mistakes made society a trying ordeal.

Even Aunt Sue began to feel that in many ways her burdens were lightened, and she often traced the cause back to her niece. She began to depend on her for many things; and, seeing this, Mabel secretly rejoiced.

But perhaps it was in the confidence of the children that she made most rapid progress. Lizzie found in this sister the nearest approach to a mother's love that she had ever known, and clung to her with childish devotion and perfect confidence. The boys found her helpful in many ways.

The Forrester farm lay just outside the city limits; and this winter Rob, being fifteen and advanced in his studies, was attending the city school. Here he found much that was new and difficult, and his sister's help was invaluable. She was always ready to assist him, and Mabel often wondered how she could ever have thought for one moment that her education had been in vain.

Thus the winter passed, and spring approached. There had been backward steps, and days when everything went wrong; but, on the whole, Mabel was thankful for what the

year had brought of experience and added strength. Still, she longed for something more. She had not been home long before she saw that her father was in straitened circumstances, and that it required the strictest economy to maintain this large family in even ordinary comfort. The coming summer Mary expected to teach; and, when school closed, Rob would hire out to a neighboring farmer. Must she, like the younger children, be dependent on her father for clothing and all other necessaries? Certainly not, if she could help it. So, while she cheerfully worked on, she thought and planned.

At last the time came for action. A mere accident it seemed; but it was just what is sure to come when one has improved present opportunities, and is ready and watching for something better. The door of opportunity suddenly opened before her. Some would not have seen it, some would not have been ready to enter; but Mabel did both.

A. M. H.

Des Moines, Ia.

(*To be continued.*)

A THOUGHT.

BY LAURA E. RICHARDS.

"CAN seeing people *think* as well
As we?" the blind girl said.
"I hardly know how they can hold
The thoughts within their head.

"For every moment something strange
Must flash before their eyes,
And keep them glancing to and fro,
In ever new surprise.

"Now, when *I* have a lovely thought,"
(She smiled: it seemed to me
That every thought within that pure,
White soul must lovely be!)

"I sit in quiet darkness here,
And nurse it in my heart:
It grows and grows, mine own, a joy
That never can depart.

"I count not blindness as a boon;
Yet blindness must I thank,
So early, in life's mighty school,
To have gained a scholar's rank."

SUCCESS *VERSUS* DEFECTS.

SUCCESS in life depends upon the power to conceal one's defects. The world is always looking for the best, and will take no less. You must give what it asks, or fall behind. Show a defect, and you are passed over. Thrust it aside, and your chance gains thereby. The fact is, you do not want your defects, neither does the world. Why, then, make a parade of them? The surest method of becoming rid of such hindrances is to ignore them. They grow only when fed with attention: they die out only when starved from recognition. Narration of aches and pains in the ear of opportunity is a frequent source of failure and defeat. Be the defect physical or intellectual, it is policy to shut it out. Tell a man how little you know about the situation he offers, your case is hopeless. Let your defect of ignorance be unheard. Assume conscientiously what you know. Display a patch upon your coat or shoe, and society makes comments. Forget both coat and shoe, society perceives nothing amiss.

It is artistic to fold loose ends out of sight, to obliterate traces as to the how and why of a piece of work, be it wood, music, or poem. It is not the stages or steps men seek, but the finished result. The carpenter does not expose joints or heads of nails and screws, neither does the pianist explain to the public his methods of fingering, nor an author describe his mode of composition. These things

are tricks of the trade, secrets, matters incidental, which the wise and skilful keep hidden.

The fact that we see or do not see is of no moment. All men have eyes. The question is, What can eyes or fingers do to make the soul grow? Have you sight? Are you blind? What matters it? Both states are common. The point is, What can you do as you are? Away with reasons for sight or blindness! It is the finished man we want. Prate not of reasons, heredities, fevers, accidents! These are tame, and do not minister to success: they rather impede it. The race has no time for details. Your footing is not what you have been, but what you are.

Now, the prevailing habit of blind persons, in common with other afflicted classes, is to make prominent that which should be kept in the background. It were better far, if men could walk through the world quietly, bearing their burdens as best they may in peace. An infirmity has a voice of its own. It cries out when we are still. How absurd, then, to increase the uproar. I object to discriminations and titles for defective classes, such as the blind, deaf, dumb, insane, ignorant, etc. These appellations do not mend conditions. In fact, conditions are strengthened by iteration. Is the law of sight violated? Why re-enforce the trouble by the distinctive term "blindness?" The use of this word makes the eyes doubly blind.

Nor is it helpful to brand schools, institutions, and hospitals with the imperfections of their inmates. Such methods of distinguishing one set of bricks and mortar from another simply emphasize our afflictions. Enough that our bodies testify to the ravages of disease without chronicling the fact. Affliction gains a certain strength and backing from being chiselled over the portals of public buildings. Defects are not so desirable as to warrant such substantial expression.

Herein civilization fails to accomplish the end toward which it aims. Instead of being uplifted from evil, the race is weighed down by reiterated expression of its woes.

Not a disease of mind or body but is registered, pla-

carded, all over the globe. What wonder that sin is unabated! Give it less prominence, stop building monuments in its honor, let the word itself die out, cut out the names, the *aliases*, of sin, and humanity would begin to rise.

Much has been written about the blind, describing their peculiar modes of walking, thinking, and living in general. Now, the blind are no more to be set apart, catechised, and explained than their fellow-men. If the idea is to proclaim their habits and idiosyncrasies, let them put on a uniform, march the streets, shout from the house-tops. There are certain things in the lives of individuals and classes which are sacred, the divulgence of which is not only detrimental to success, but gives rise to various misconceptions. Does a blind man walk? Yea, he hath legs to walk. So have all men. He is not on exhibition as a pedestrian. His methods of locomotion are purely natural. There is no call for explanation. He is not walking at the beck of curiosity. Unless he respects his own rights and privileges, others will not. The aim should be to treat lightly, to cover up, those things which militate against success. That blindness renders success difficult is largely due to a constant repetition of the fact in some form or other. There should be no misfortune in being blind. To be sure, a great loss is thereby involved; but there are ways of making that loss good. Nature is no niggard. She leaves no emergency unprovided for. The closing of one gate means the opening of another. Why batter upon a shut door?

Light is not a thing of the eye. The body has no part in it. Light is native to the soul, and no wall of flesh can keep it out. The eye which owns its blindness betrays its hope of recovery. The very act of submission strengthens the infirmity, not only against him who submits, but against all those similarly afflicted.

It is wiser to deny being blind altogether. Such denial tends to loosen the hold of affliction upon the race.

Deny sin, disease, death, and, despite the paradoxical nature of the idea, sin, disease, and death must eventually

give way to righteousness, health, and life. What the soul wills shall be.

I do not say that by this process a blind person would immediately regain his sight, although herein lies a lawful course to that end. The effect is rather upon mankind at large; and who shall say what a few generations of denial might bring forth? Denial of blindness is no more preposterous than denial of sight. The latter has been persisted in long enough. The soul which denies spirit, and cries, I am of matter born, becomes as matter; but the soul which repudiates a material origin becomes as spirit. Sight is of spirit, blindness of matter. Which will ye choose, my brethren?

HENRY W. STRATTON.

OUR OWN HANDS.

II.

"How many in your household can read and write?" so inquires the census-taker. He does not ask how many can appreciate good reading or dictate correctly to an amanuensis. A man who cannot, independently of other men, get the sense of the printed page and communicate his thoughts by written characters is, by our government, set down below par.

Since the improvements in embossed books and writing apparatus, no exceptions can be made in favor of the blind, unless they have no hands.

Sitting alone in my sanctum late one evening, I began Prescott's History of Peru. I was amused at the author's efforts to prove that the difficulties he had to contend with were very far inferior to those which fall to the lot of a blind man, although he was sightless in one eye and had very little use of the other, was always obliged to keep a reader and use a writing-case invented for the blind (the

work of which was not fit for the printer), and could never continue his studies after dark. As my fingers slid over the lines and my thoughts glanced from book-shelf to writing-table, I asked myself, "Was not Prescott nearer blind than I am?"

Shall we read ourselves or hear reading? is an open question. It requires a well-trained ear and mind to profit by the reading of another. Furthermore, good readers are very rare.

A high-school girl offered to read for me, if I would correct her mistakes. She never read a sentence as it was printed till the second or third attempt. Another girl read correctly, but never indulged in a shade of expression. Although seeing people often read to one another for the pleasure they find in a common interest, there is a tinge of charity in the act when the listener happens to be blind.

The average voluntary reader reads what he likes and when he likes, skips what does not suit his fancy, and is averse to using a dictionary, often abandons a book unfinished, and sometimes reads it from end to beginning.

Relying on others is too uncertain. Before the *Sunday-school Weekly* was sent me, I was often obliged to confront a large and hungry Bible class unprepared, because love and money had both failed to secure one hour's help. I do not know how many persons I have taught to read music, but the recollection of having it read for me to memorize makes me groan aloud. If I could only have read and written music with my own hand, I needn't have failed as a teacher. Hired reading is very expensive. The New York *Weekly Witness* for six months was offered me for fifty cents; but I declined, because a little calculation showed me that to get it read would cost ten dollars. I used to pay a reader every week the price of a good embossed book. Now I get the books, and read them as many times as I like. There is always enough current literature not embossed, to occupy the time of a reader, paid or voluntary.

We experience a peculiar satisfaction in reading just what, where, and when we like. Ezekiel's vision was

glorious, when I came suddenly upon it alone, out of doors, just as the rising sun poured its flood over the earth. Marmion's combat with the goblin gave me a new thrill when read near the hour of midnight on that dark porch where I had been requested to sit and prevent the escape of a lunatic. My charge appeared at the screen door behind me just in time to voice the ghost.

It is often pleasant, sometimes necessary, to read for others, not to gratify curiosity,— no, no,— but to entertain a friend with a favorite poem, or to read God's word to the sick or illiterate, which is our privilege in common with the seeing. In public religious work I have often found it necessary to give the Scripture lesson myself. My colleague, when I had one, was not always in attendance. To omit the Scripture was heathenish. To memorize and recite took more nerve than preaching. To call upon a stranger was hazardous. Besides, no one else could bring out the points as I saw them or intersperse my comments. Of course, I never read an unfamiliar passage; and I usually have a large card under the leaf, to render the print more distinct. A full-length book-mark, which may be a thing of beauty, saves all embarrassment in finding the place; and a cloth case with handles outwits the gazers in the street. In leading prayer-meetings, I often take a Sunday-school lesson, as easier to carry. If my Bible acts as a lodestone, set that down to the good of the cause.

It is thought that reading by touch is incompatible with manual labor, as the fingers will inevitably become calloused. An intellectual schoolmate of mine deliberately gave up books for housework. Her cultured conversation was in strange contrast with her scarred and roughened hands. Now, it is not the use, but the abuse, of hands that spoils them for delicate touch; and, if we have only "one educated finger," we can surely take care of that. A gentleman does not whittle with his razor, however handy it may be.

Another objection is that embossed books are bulky, and squeezing does not improve them. Many of our number

have no settled home, and some who have cannot command sufficient space for a library. Bookcases are generally expensive, and ours must be made to order. A large, low table, surmounted by a wooden box of equal length and about half this width, will hold eight or ten volumes in a row, within reach of the reader, and leave ample room for writing materials. When tastefully draped, it is not out of place in any apartment. Another contrivance is to nail four cracker boxes firmly together, cover the whole with dark rich wall paper, and line with a lighter shade. Then hang a cretonne curtain in front and a table-scarf over the top, and you have a pretty bookcase, that will hold twelve of the largest volumes and any number of pamphlets besides.

After all, we might as well acknowledge that the chief objection to embossed books is their expensiveness. When the seeing can buy quite a library for five dollars, it does seem a little hard for us to pay four for a single volume. In the institutions this is not felt, for each volume is read by many individuals. Neither is the need of general embossed literature so keenly felt during the school-days, for the mind is occupied with studies; and, for anything further, one seeing person can read to a hundred blind. The great want is among the scattered graduates, many of whom are without sufficient occupation or cultured companions. To meet this want, I would suggest that there should be a free circulating library in every State, with provision for paying expressage in cases of real need. This would obviate the difficulty of room as well as expense, and would give a much wider range of reading. With a Bible and dictionary of one's own, one can get along very well with borrowed books.

CLARA B. ALDRICH.

Joliet, Ill.

TWO LITERARY SOCIETIES AT THE MICHIGAN INSTITUTION.

AMONG the most efficient agencies for developing the courage and self-reliance of the blind and qualifying them for the creditable performance of their civil, political, social, and religious duties in their respective communities should be recognized an active participation in the work of self-directed clubs and fraternities, and an eagerness to discover and practice convenient methods of overcoming the various difficulties, which at first view, on account of their deprivation, might appear to disqualify them for holding positions of honor and usefulness with the seeing in such organizations.

Early in the current session of the institution at Lansing the debating society established last year was reorganized under the name of the Mutual Improvement League of the Michigan School for the Blind, and was made to comprise about one-half of the pupils of the school, chiefly those of the advanced grades. Its objects are to provide varied and profitable entertainment, to afford exercise in self-government, to secure instruction in the principles of parliamentary practice, to promote the social, vocal, mental, and moral culture of the members, and to give them readiness and independence of thought and expression by means of frequent discussions, addresses, essays, etc., upon appropriate subjects.

The officers of the association are chosen monthly, the president and secretary being elected by ballot. Three forms of ballots, round, square, and triangular, are employed to designate, in alphabetic order, the three candidates who may be nominated for each elective office. The accurate counting of point-written ballots was found to consume an inconvenient length of time. The chair has been thus filled and acceptably and creditably occupied in

succession by the following pupils; namely, Wm. C. Bost, Miss Maud Dester, Joseph M. Conahan, Miss Jessie Anderson, and Fred R. Kurtz. The stated meetings of the society are held on Friday evening of each week from 6.30 to 8 o'clock, and the exercises embrace the following items: —

1. Calling to order by the president and opening with music, either vocal or instrumental, under the direction of a chorister.

2. Calling the roll of active members by the secretary, to which those present respond in a manner prescribed by a committee one week in advance. Usually the responses consist of brief quotations from a chosen author or miscellaneous stanzas from poets selected and announced by the several members. Occasionally such memory gems are replaced by conundrums, proverbs, birth dates of authors, original rhymes called "chips"; and on the evening of Columbus Day items from American history were substituted, and the occasion was otherwise appropriately observed.

3. Reading, correction, and approval of the minutes of the previous meeting. The secretary is required to keep the journal in either the Braille or the New York point system, the latter for literary purposes being generally preferred in this State.

4. Unfinished business, if any, deferred from previous meetings.

5. Admission of new members, determined by ballot, seven negative votes sufficing to reject a candidate. Membership is thus rendered a matter of privilege, prized by those pupils whose zeal for self-culture makes them willing to undertake any reasonable task that may be assigned them in the league.

6. Nomination, election, or appointment of officers and committees. The balloting occurs on the first meeting night in each month, the candidates for president and secretary being usually nominated one week earlier.

7. Reports, communications, and new business.

8. Addresses, essays, recitations, etc. The third meeting night in each month is chiefly occupied with the presentation of original productions, read usually from point manuscripts by the writers themselves. Very recently a type-written periodical has been started. It is made up of original articles and local items contributed by the members, and is read to the society by Mr. J. Bartley, principal of the literary department, who from the first has manifested a lively interest in the work and prosperity of the organization.

9. Debates. The second and fourth meetings in each month are mainly taken up with the discussion, decision, and selection of appropriate questions, three affirmative and three negative disputants being appointed two weeks in advance to conduct the debate. The decision as to the merits of the arguments presented is awarded by a rising vote of the members.

10. Music, one or more pieces, instrumental or vocal, under the direction of the chorister, followed by adjournment. When the length of the literary and miscellaneous programme permits, a quarter of an hour or more is devoted to the learning and practicing of vocal pieces of a lively character; but such glee work is often omitted, and, under the rules of the society, participation in such song singing is optional to the individual members.

On the meeting night preceding the general national election in November four members, previously appointed, presented in concise form the claims of the respective political parties for popular support; and on Tuesday evening, November 8, a mock election of President of the United States was held with the use of point ballots. All interested members of the school and household were invited to participate, and the decisive Republican majority returned fairly foreshadowed the result of the legal canvass of that day in this State. The partisanship developed was of a very mild and friendly type; but a murmur of surprise was expressed upon the announcement of the returns from the precinct in which the young ladies had voted, as

the comparison showed, or seemed to indicate, a stronger prohibition sentiment on the boys' side of the house than among the girls.

Early in November last a small group of male students of this institution, comprising adherents of the various political parties of the day, believing that some of their leisure hours on the two afternoons and evenings in each week for which no general exercises are prescribed might be more profitably occupied than in the past, and realizing the desirability of a more intimate acquaintance with the living issues and thought of the country as discussed from various standpoints by able writers in the public press, organized a non-partisan Eclectic Club, for the study of current history and current literature, it being understood that all members should willingly listen to the vigorous statement of the positions and arguments of opposing parties and advocates.

In order to raise the means of procuring the required periodicals for the use of the club, each member contributes quarterly in advance, at the rate of five cents per month, the funds to be expended only for such instructive literature as may be approved by two-thirds of the members. The chief officer of the club, who is chosen quarterly by ballot, was directed to order a copy of the *Quarterly Register of Current History*, published in Detroit at one dollar a year, and to subscribe for three months for the *Literary Digest*, published weekly in New York City at three dollars per annum, its contents, literary, political, sociological, and miscellaneous, being drawn chiefly from the leading papers and magazines of this and other countries. These non-partisan journals are kindly read to the club for several hours each week by Miss Grace Huston, one of the literary teachers, whose voluntary assumption of this task is highly appreciated; and several of the members continue to manifest a keen interest in the contents of both publications. The restriction of the membership to less than a dozen young men permits considerable freedom of informal discussion and comment, and the enjoyment of

a higher grade of reading than that which would interest a more promiscuous assembly.

Thus the work of these two societies fosters a taste for choice literature and a broader intelligence concerning the leading topics of the times, and cultivates self-reliant habits of investigation, composition, delivery, and the transaction of business in deliberate bodies, that must prove of great service to the members in after life.

A. M. SHOTWELL.

Concord, Mich.

THE BLIND STUDENT OF MATHEMATICS.

I BEGAN the study of arithmetic in early childhood at my mother's knee. My work was all mental till I entered the Mississippi School for the Blind in 1879. There I was taught to use the Arabic slate, and soon learned to handle numbers scientifically. In a general and superficial way I passed over the subject, and was declared ready for algebra.

My attendance at school had been very irregular. I scarcely ever put in above half my time. In the fall of 1884, I was admitted as a pupil of the Louisiana School for the Blind. There I took a thorough review of arithmetic, and began an elementary work on algebra. I ran hastily over it, retaining little or nothing of the subject. I was then hurried into plane geometry, and rapidly through it. The result was I had no definite knowledge of mathematics except from an arithmetical standpoint.

In 1886, I returned to school at the Institution for the Blind in Mississippi. There I reviewed the whole subject of elementary algebra. The following year I became a pupil of the Pennsylvania Institution for the Blind, where my only work in mathematics was a general review of plane geometry. It seemed as if I had never heard of the subject.

My next mathematical study was in the latter part of 1889, at St. Johnsbury Academy. There I took up plane geometry for the third time. It was not till then that I gained any real knowledge of the science. The course was twenty weeks long. We had to solve a large number of original problems, of which I was exceedingly fond. No other member of the class was handicapped like myself by the loss of sight. The rest all drew their own diagrams, of course, and demonstrated from the board. When it came my turn to recite, the instructor would call me up, and have me demonstrate from some figure already drawn. If the lettering happened to coincide with that in the text-book, he indicated the fact; and I proceeded with the proof as though I saw what I was doing. If the lettering was different, the professor read it off to me. In most cases, I could remember the points after a single enumeration. Thus I met and overcame all hindrances, standing moderately well among my fellow-students. I must not omit to state that I executed all text-book work first in my room, by the assistance of a classmate's eyes. After enunciating the theorem in hand, my reader minutely described the accompanying diagram. Then we went over the printed demonstration, point by point, together, until each understood the argument, and could give it. At the close of the subject I felt highly paid for all my pains. It was the most satisfactory work I ever did.

In the winter those of the class who were fitting for college had to solve some hundreds of problems in a general review of arithmetic. This task fell to me. I accomplished it with easy success. The mechanical work was often long and tedious. It would have cost me more time than it was worth to perform it myself. The difficulty was eliminated by employing a classmate to handle figures for me. I hired his hands and eyes, not his brain. He was a mere automaton, laboring away at my suggestions. In reciting, the instructor required me to state my methods, and give the results. My point slate enabled me to read original work in class, like the other students.

In the spring I did the hardest ten weeks' work of my life. Besides my other studies, I had to solve about twenty difficult problems a day in algebra. They were beyond all mental control, and there were no ciphering slates for the blind large enough to write them upon. I was obliged to handle them by means of an amanuensis, as I had done my review in arithmetic. I got through. That was all. In the fall of 1890, at Dartmouth College, I spent thirteen weeks on the hardest subject I ever touched. It was Quimby's algebra. As I look back, I don't see how it was possible for me to do the work. I only know I succeeded in meeting the requirements. When my unconditioned record came, I felt that I had a new lease of life.

For the fourth time I took plane geometry. We spent only two weeks on it. In the winter we were plunged into the dark recesses of solid geometry. I pressed forward to success by the use of methods I had previously employed.

Plane trigonometry was quite easy for me. We took it during the closing weeks of Freshman winter.

Theoretical surveying required little more than straightforward reading. I seldom called a halt except at explanations of instruments. When the snow cleared away, we were sent out in squads of four or five each, to do practical work in the fields. The only capacity in which I could serve the corps was that of forward chainman. Although it was impossible for me to perform any portion of the actual work with the instruments, I always made it a point to understand just how each department of our duties was executed.

Solid or spherical trigonometry came at the end of the spring term. It was more difficult than any branch since advanced algebra, but I got through it fairly well.

My recollections of analytical geometry are by no means of the fondest nature. It is the branch of mathematics from which I gained least. I took it, however, in fulfilment of a college requirement. I fear some of my classmates did likewise. My work in it was merely passable.

Sophomore winter I had an election between calculus

and mechanics. Not caring to pursue the kind of study which came hardest to me, I chose the latter. The work was comparatively easy. I adopted the general impression that it required little attention, and, as was perfectly natural, barely got through. While I met mathematical elements in many other studies, and found myself able to cope with them, mechanics was the last regular branch. The science as a whole I admired. I am thankful for the opportunities afforded me and the degree of success I met.

The embossed library is better equipped with text-books in mathematics than in almost any other subject. The works, however, are ill selected and shamefully abridged. There is nothing a blind child needs so much as a chance to study thoroughly the first two or three branches of mathematics. I cannot understand how men who are supposed to know their business can conscientiously approve the literary chaff they furnish the blind. Let the proper sort of revolution be wrought along this line, and I warrant vastly more satisfactory results from the tireless energies of those great-hearted men and women who are spending their lives as teachers among this unfortunate class.

WM. GIBBON.

ALUMNI ASSOCIATIONS.

THE refusal by the trustees of the Texas Institution to appropriate funds for the entertainment of the Alumni Association has raised the question whether such associations ought to exist. The *West Virginia Tablet* expresses the opinion that the formation of alumni associations of blind graduates of our institutions tends to no particularly good end, but it kindly alludes to the alumni of the Perkins Institution as a probable exception. The occasion seems to require that something be said in defence of such associations, when properly conducted, and also that the Perkins alumni be relieved from a possible suspicion of dependence upon the parent institution.

Some associations, indeed, hold protracted gatherings on institution premises and at the institution's expense. In this practice the *Tablet* justly finds cause for regret. Our institutions are working to make their pupils independent and useful men and women. An alumni association should work toward no less an object; but, when it holds its meetings at the expense and under the patronage of its Alma Mater, does it not, by consuming means that would otherwise be used in school work, by its example before others, and by the reaction of its practice upon its own members, tend to defeat the very object for which it ought to exist? But that an alumni association, when organized and conducted with independence and discretion, can and ought to do much good, it seems almost idle to question. Progress in every department of knowledge and skill has been promoted by intercourse between those having like interests. Such short sessions as an institution alumni association is likely to hold at its own expense can hardly relax, and they ought to redouble, the efforts of its members to stand in society on a level with the best of their seeing friends. The example of every earnest, active blind person is a

tonic to his fellows; and we should strive to leave footprints that shall give heart for greater achievements in time to come.

Who shall say that the friendships formed at school ought to be dissolved? It is character, and not sight, that makes a friendship desirable: —

> "Friendship's the wine of life; but friendship new
> . . . Is neither strong nor pure."

Finally, if the alumni associations of Phillips, and William and Mary can bring about good results, why cannot those of Perkins and West Virginia?

To the credit of the Perkins Institution be it said that its alumni, while gratefully acknowledging their undying obligation to their Alma Mater, and reciprocating the cordial interest which she has always shown in them, have yet preferred to meet as an independent society, at their own expense. The organization originated with the large and promising class of 1887. Of its six regular meetings, the first two were held in Odd Fellows' Hall, in South Boston, the services of a caterer being separately engaged. The last four have been at first-class hotels in Boston proper. Each meeting has lasted an afternoon and an evening only. Papers and reports of more or less interest and value have been presented from time to time. At the meeting in 1890, it was "*Resolved*, That this association publish a paper in the interest of the blind." This resolution materialized in *The Mentor*, the first number of which was issued with mingled anxiety and hope in January, 1891. Believing that blindness constitutes no excuse for violation of the laws, the association has, among other things, made a move toward securing the enforcement of the laws relating to begging, in cases of blind beggars.

The Alumni Association of the Perkins Institution and the older Alumnæ Association of the same school are entirely distinct, independent, and separate organizations.

Our object, as set forth in the preamble to our constitution, is "to preserve and strengthen the ties of friendship

which we have formed in connection with our school, and to assist each other and our Alma Mater as we may be able." Failing in this, we had better cease to exist. But it is our purpose and expectation not to make the blind a more distinct class, nor to make them more egotistical, but by union of forces to be the better enabled to demolish the lines which do now, in a measure, make them a distinct class, and to hasten the day when they shall be able to assume, and shall be expected to assume, the work in the world for which they, as men and women, were created.

E. H. F.

ADDITIONAL TESTIMONY.

Dear Mentor,— I read the article "Wife, Mother, and Housekeeper" in the March number with deep interest, because some months ago a dear friend of the lady mentioned told me something of her story; of her perseverance and persistence in overcoming obstacles that, to many in her situation, would have seemed overwhelming. I am sure her own article has hardly done her justice, and that more might be told, making the lesson stronger.

After the severe illness which robbed her of her sight her nurse was helping her to get up, when she asked why the blinds were closed. When she realized that she could never see again, she gave up to feelings of the deepest anguish. She felt there was nothing left for her to live for, and for a year she kept herself secluded as much as possible. Then she turned to Shakerism, and Dr. Howe said: "Lizzie, you did this because you are so proud. You wanted to hide from the world, and took this way to do it."

When she entered the Perkins Institution, her teachers described her as listless and as showing no interest in anything, although having ability. She was unwilling to be sociable, and would resist all advances from her schoolmates, preferring to be alone. This went on until her teacher, in utter discouragement because she had no power to conquer this apathy, went to Dr. Howe. He said: "There is something to be reached in Lizzie. She is capable of better things." Then it was that Lizzie overheard the conversation repeated by her schoolmates. She was a changed person in the school-room the next day, and at the end of the week her teacher went to Dr. Howe, and said, "Doctor, you were right: there *is* something in Lizzie Harriman."

From this time her progress was rapid, her interest was unflagging,

and she became more and more a power in the school, joining her companions with zest in their innocent diversions, leading them to do what was right with but few exceptions. One of these exceptions was when she and some of her companions went to the basement kitchen, after all the rest of the household were asleep, to make molasses candy. The molasses was procured from the store-room. . This candy-making was repeated several times, and every trace of their fun was so skilfully removed that no suspicion was excited for some time. But they went one time too many, and at last discovery was made. Lizzie was summoned to Dr. Howe's office He asked her if the charge was true, then called upon her to relate the circumstances. When she had finished, he said, "My child, when you want to make molasses candy again, ask for the molasses and permission to make the candy, and you shall never be denied."

When the time came for her to leave, there was great regret. Her teachers could not estimate her loss to the school. She went to Canada alone to find a sister; and, as her eyes looked natural, she covered them with a green shade, that strangers might see her infirmity and give her the needed help. Upon her return she went to another sister, who became an invalid at about that time; and a year was spent nursing her with untiring faithfulness. Then followed her marriage to a most worthy gentleman. After many years of happiness together he said that, though for her own sake he wished that she could see, neither he nor his children had suffered any inconvenience from his wife's blindness. They planned their garden together. The currant and raspberry bushes and the strawberry vines, as well as the flowers, were all arranged according to her wishes; and she gathered the blossoms and fruits at will. In their pleasant home conveniences and comforts were added at her suggestion.

Dr. Howe was very proud of his former pupil; and old friends remember his saying, after a visit to her, that he might have used a clean white handkerchief as a duster, from attic to cellar, without soiling it. He praised the cup of tea she made and poured for him so deftly with her own hand. Praise from him was always earned.

When her eldest boy had his first small-clothes, she cut them out, promising to finish them for Sunday; and a friend who went to visit her for a few hours was so considerate as to make only a short call, that the little boy need not be disappointed.

This woman, who felt at eighteen that her life was spoiled, is now, through her own indomitable will, living honored and loved by all, the mother of two noble sons who have taken their father's place in the world.

"Let her own works praise her." S. A. S.

A WORD ON MY MUSIC SYSTEM.

Mr. Editor,— Allow me to make one correction and to add a few signs. I meant to say *s n* for small notes, not *s m*. I use *sm* for same, meaning that the last part of a measure is the same as the first part, or that one measure is the same as the preceding. In the latter case "*sm*" is separated from other measures by bars. I also use 1 *m*, 2 *m*, 3 *m*, 4 *m*, etc., to indicate that any given measure is like the first, second, third, or fourth measure of the piece. These economic signs need not be used with the typewriter, but they are useful in saving labor in dot writing and space in dot printing. I also use the number sign for *hold*.

E. V. R.

AT HOME AND ABROAD.

ALABAMA.

TALLADEGA.— The Academy for the Blind, at the date of its last biennial report, Nov. 10, 1892, had 56 pupils; and the number of applicants on file indicated a probable increase to 65 by the beginning of the next quarter.

Since the last report a School for Negro Deaf-mutes and Blind has been established by legislative enactment, and placed under the same general management as the Academy. A site was donated for the purpose; and the State appropriated $12,000 for necessary buildings, and $6,000 per annum for maintenance, until the number of pupils shall exceed thirty, "after which time the school shall be maintained on the per capita plan, as the Academy for the Blind." This school is located directly south of the Academy, and half a mile distant. It was opened for the reception of pupils Jan. 4, 1892; and on November 10, there were present 21 blind children and 13 deaf-mutes. Mr. J. S. Graves is superintendent and senior teacher of the blind, assisted by Mr. Robert Spivey, a graduate of the Academy; while Mr. Alfred F. Wood has charge of the deaf.

AUSTRIA.

LEMBURG.— On the 1st of June, 1891, the Galician Institution for the Blind celebrated the fortieth year of its existence. From the *Blindenfreund* we learn that on this memorable occasion Frau Amalia Makowski, the wife of the director, received the decoration of the golden cross from his Majesty Emperor Francis Joseph I. Not long, however, did she enjoy this honor; for, after a season of great suffering, she passed away Nov. 21, 1892. Her death is a grievous loss to the institution. During the forty-one years through which her husband has conducted its affairs she has supported his efforts with the utmost devotion, inspiring him with courage and perseverance in seasons of depression. She herself conducted the girls' department, taught the finest handiwork, and found sale for the manufactured articles. She never spoke of the girls otherwise than as "my good children"; and they, naturally, regarded her as their good mother.

ENGLAND.

BRIGHTON.— THE BARCLAY HOME FOR BLIND GIRLS, which was opened February 11, "is specially intended for girls who have left, or are leaving, schools for the blind, and are then much in need of instruction in all housework as well as in some trade. Girls from fourteen to twenty-five years of age — in some special cases girls over this age — will be received, as many become blind at twenty years and upwards, and, not being of an age for school, need instruction in reading and writing in Braille, as well as in the other subjects taught. They need, also, to be encouraged in independence, to be shown that even such an obstacle as blindness can be in a great measure overcome, and to be inspired with the desire to maintain themselves as far as it is possible for them to do so. The effort will be to fit them for happy and good lives. Girls will also be received for rest and change of air." The terms for training in domestic service are 10*s.* per week, which also includes maintenance and clothing; for rest and change of air, 8*s.* per week. The late Mr. A. C. Barclay contributed £500 toward the establishment of this Home. A correspondent writes from Brighton: —

"By the efforts of the Hon. Mrs. Campion, a Home for Blind Girls has been opened in Brighton. This lady is well known in her own and other countries for her noble works of love and mercy to Christ's lambs. She has under her own supervision a large home for training the young,— orphaned children from workhouses, sometimes, though not always such. They are fitted for useful service; and, when she sends them out into the world, she looks after them as a wise benefactor, and they may go to her in their troubles as to a mother. On the same principle she has established this home for poor blind girls. She begins this work with faith in God, believing it to be given her to do for his suffering poor. Our readers, who cannot help her by giving money, may do much by their prayers. A work like this has long been much needed in England.

LONDON.— The *Daily News* of March 3, reports the reception at the Education Department, by Mr. Acland, Vice-President of the Council, of a deputation introduced by the Duke of Westminster, whose mission was to urge the necessity of legislation on behalf of the deaf and dumb and the blind. Among the members were the Duke of Fife, Lord Playfair, the Earl of Wharncliffe, Sir S. Northcote, M.P., and Mrs. Fawcett.

The Duke of Westminster pointed out that the Royal Commission on the Education and Training of the Blind and Deaf had

recommended that the provisions of the Education Act should include the blind and deaf-mutes, and that compulsory attendance at schools or institutions should be enforced up to the age of sixteen; that the Commission also suggested that such children, after passing the usual standards, should receive technical instruction from twelve to sixteen years of age; and thereafter, up to the age of twenty-one, they should be so assisted as to be enabled to learn various trades. These recommendations had not been carried out, and no grant had been made for these afflicted classes. It was the opinion of the deputation that it might be desirable to pass two bills on account of the different conditions of the two classes.

Mrs. Fawcett urged the establishment of a system of graded schools for the blind and for the deaf.

Lord Playfair spoke of the importance of providing these children with all needful facilities for a technical education, indicating at the same time the necessity of guarding the seeing children in ordinary schools from suffering in consequence of special attention bestowed upon their blind or deaf school-fellows.

Mr. Acland, in reply, thanked the deputation for their visit, and echoed their wish that it might not be necessary for them to urge the subject again. He acknowledged that the example of foreign countries and of the colonies showed England was behind in this matter, greatly to her discredit. Public opinion needed to be educated by seeing that the state could and would assist the best methods of treating the blind and the deaf, and by seeing that it was no longer a question associated with indigence, poverty, and pauper relief. Children from these classes should be kept from the poor law altogether, and given such chances as are given to seeing children in the ordinary schools; and, in order to do this, they must spend more money and extend the period of education. He thought the county councils, which often had large funds for technical education, might be asked to consider whether the comparatively few adults who are blind or deaf had not a claim for instruction, as well as the other adults of their respective counties. He hoped that in the first instance a bill would be drafted on the simplest and broadest principles possible. Amendments might be made later, and provisions for secondary schools and for carrying the blind and deaf up to the highest educational institutions of the country. He assured the deputation that the Education Department would do all it could in the matter, and would try to bring to bear all the influence at its command in the House of Commons.

The Duke of Westminster thanked the right honorable gentleman for his more than satisfactory reply to their petition.

FRANCE.

PARIS.— The clothing office organized by the Valentin Haüy Association, thanks to the devotion of Madame Martin-Cosme (141 boulevard Montparnasse, Paris), is open Wednesdays from two o'clock till five. Its object is to procure for the blind facilities for having clothing repaired at trifling expense. Payment is made by checks obtained from the secretary of the Association. In many cases, even for the non-resident in Paris, this clothing office may be very useful.— *Le Valentin Haüy.*

The Valentin Haüy Association held its annual meeting at the Hotel Continental March 6, M. Jules Simon presiding. The Association now numbers about 4,000 members, and the meeting was crowded. The report of the year showed its extended usefulness in finding situations for organists, tuners, and teachers, in organizing brush-making for many other workers, and in pleading the cause of all. France has 40,000 blind, and there remained in the treasury of the Association 40,000 francs,— one franc per person,— a small allowance, certainly; and M. de la Sizeranne solicited assistance to carry on the work.

JAPAN.

TOKYO.— The Braille point characters have been adapted to the Japanese syllabary at the Blind Asylum of Tokyo; and a woman has learned the system, and has already written out several chapters of the Bible. They are now eagerly preparing to print the gospel for the blind of Japan.

NOVA SCOTIA.

Editor Mentor,— We have always endeavored to provide a library of raised print books which should be suited to the needs of our pupils and graduates; and for the past year or two the problem of purchasing books suitable to both Seniors and Juniors, with the moderate interest obtained from our invested library fund, has been most pressing. Hitherto our books (the Braille type is used) have been imported from Great Britain, and our orders have frequently been supplemented by kind donations from the British and Foreign Blind Association. During last summer we devised a somewhat novel method of increasing the library at small expense. A Library League, consisting of a dozen young ladies of the city and a few of our own best writers,

was formed. We select stories and poems to be embossed; and, as each dictator gives an hour or more a week to the work, the writing progresses rapidly. A number of books have already been added to the library at the small cost of $1.25 each for paper, binding, and varnish. The volumes embossed include several of Miss Alcott's and Miss Coolidge's shorter tales, poems culled from back numbers of the *St. Nicholas* and *Wide Awake*, a collection of "Battle Songs and Adventures," "The Arabian Nights' Entertainments," and a couple of Drummond's sermons. A lively interest is taken by both writers and dictators in the workings of the League, and even better results are hoped for when our new Hall Braille-writer gets fairly to work.

E. J. F.

Halifax.

RUSSIA.

ST. PETERSBURG.— At the meeting of the Valentin Haüy Association, Jan. 26, 1893, M. Jourdan read two letters from Mr. Grot, containing some account of the work of the *Marien Verein* for the blind during the last ten years. Fourteen institutions have been established in the country; and a central institution has been founded at St. Petersburg for one hundred and twenty blind persons, with one hundred and five already there. The society has a capital of nearly two million roubles. Its annual revenue is about $30,000. Two large workshops for blind adults are being built in St. Petersburg.

SIBERIA.— The first establishment for the blind in this country has just been founded at Irkoutsk, and owes its existence to a legacy of some $70,000 bequeathed by a wealthy widow to the council of that city.— *Le Valentin Haüy.*

SWITZERLAND.

ZURICH.— The *Blindenfreund* mentions the appointment of Herr Kull, formerly teacher in the Institution for the Blind and Deaf, as director of the establishment since the retirement of Herr Scheibel, whom he succeeded Oct. 1, 1892. That hitherto the doors and gates of this institution have been rigidly closed against Braille writing seems almost incredible. Director Kull considers the introduction of Braille among his first duties, which indicates that, under his leadership, new methods will be taken to secure the welfare of the pupils.

EDITORIAL NOTES.

THE Committee of Organization of the American Exhibit of Schools and Printing-houses for the Blind at the World's Columbian Exposition has issued its "Circular of Information No. 1," relating to the character and arrangement of the exhibit, the space provided, the necessary furniture on which to display the exhibits and the expense of caring for it during the entire season. In the Building of Manufactures and Liberal Arts — the largest edifice upon the grounds — three thousand feet of space has been allotted to the American schools for the blind. The place assigned is on the second floor, not far from one of the main entrances, is well lighted, and is easy of access. The character and extent of the exhibit now depends upon the superintendents and managers of the various institutions, and its educational value to all who are actively interested in the blind demands a cordial response from each according to his means. The committee therefore urges a generous exhibit of appliances used in the instruction of the blind, such as maps, globes, slates, tablets, map-drawing apparatus, cushions for geometrical and other diagrams, and all suggestive devices of kindred character; also specimens of work done in the workshops connected with our schools; and, from the printing-houses, at least one volume of every work printed in embossed characters in this country.

We learn from the *Blindenfreund* that Germany recognizes the importance of this Exposition, and the government favors a worthy exhibit of its methods and appliances for the blind. All institutions are invited to contribute, so that this special department of education may be fully represented in its present extent and in its historical development. It is further suggested that an experienced teacher of the blind be appointed a delegate to visit the Exposition, and attend the International Congress of Instructors and Friends of the Blind to be held in connection therewith, and to prepare a report which will be valuable to other teachers and administrative officers.

We have delayed this issue, in order to give the programme of the International Congress of Instructors of the Blind, to be held in July; but it has not yet been received, and we greatly regret that we must go to press without it.

OUR readers will be interested to learn of the progress of Mr. Orndorff's machine for writing the New York point system. In a recent letter the inventor tells us that it has been built over again once more, and that a new model is about to be constructed, embracing some important improvements. When this is completed, it will serve as a pattern for the manufacturers, when the purchasers of the patent decide to put the machines upon the market. Mr. Orndorff writes that the machine does all that he has claimed for it, and even more; for he finds that such words as *it*, *is*, *in*, *at*, *to*, etc., can be struck at a single blow, and that, where two letters which do not consist of more than three dots occur together, they can be combined and struck at once.

This inventor is also at work upon two other devices connected with New York and Braille point writing and printing, and his efforts deserve the grateful recognition of those in whose behalf he is laboring.

* * *

THOUSAND-AND-ONE ITEMS, No. 4. A subscriber writes that she has a copy of "Cæsar" in New York point, and asks if Virgil's "Æneid" has been embossed.

The first six books of the "Æneid" are embossed in the line letter, and published by the American Printing House for the Blind, Louisville, Ky. Price, $3.50.

No. 5.—Another subscriber inquires for an Ancient Atlas, embossed.

Maps of Palestine embossed on pasteboard are manufactured at several European institutions, and the British and Foreign Blind Association (address, 33 Cambridge Square, Hyde Park, London, W., England) publishes a map of the "Countries Visited by Saint Paul," price 9*d.*, with a guide to the same, price 6*d.*; but we do not know that an Ancient Atlas has been prepared for the use of the blind. If any of our readers know of such, they will confer a favor by supplying the desired information.

* * *

A MESSAGE is just received from the Engraving Company that no satisfactory results can be obtained from the negative sent for the cut intended for the present number. It comes too late to provide a substitute, and we can only hope that the imagination of our readers will enhance the effect of the word-pictures offered.

BUILDING OF MANUFACTURES AND LIBERAL ARTS, WORLD'S COLUMBIAN EXPOSITION.

THE MENTOR

VOL. III. MAY, 1893. No. 5

THE WORLD'S COLUMBIAN EXPOSITION.

THE opening of the World's Columbian Exposition is now a prominent topic of conversation and of the press. Its varied and gigantic scope cannot fail to include matters of interest to every thoughtful mind, not least among which is the exhibit of the various schools for the blind and the international congress of teachers and friends interested in the cause. In the April *Mentor* mention was made of the exhibits of the American schools, which were to be forwarded not later than April 10, in order to be placed in position in readiness for the grand opening of the Exposition by President Cleveland and the Duke of Veragua on the first of May. This exhibit is displayed in the largest edifice upon the grounds,— the Building of Manufactures and Liberal Arts,— shown in the accompanying cut.

The Committee of Organization has published a tentative programme for the Congress of Instructors and Friends of the Blind, which will be held July 18–21, and which we here reprint. While this is subject to some changes, we trust it is fairly representative of the topics to be considered and the persons who will take part: —

Not Things, but Men.

PRESIDENT, CHARLES C. BONNEY. TREASURER, LYMAN J. GAGE.
VICE-PRESIDENT, THOMAS B. BRYAN. SECRETARY, BENJ. BUTTERWORTH.

THE WORLD'S CONGRESS AUXILIARY

OF THE WORLD'S COLUMBIAN EXPOSITION

OF 1893.

Not Matter, but Mind.

DEPARTMENT OF EDUCATION.

TENTATIVE PROGRAMME FOR THE CONGRESS OF INSTRUCTORS AND FRIENDS OF THE BLIND, JULY 18–21, 1893.

PRESIDING OFFICER.

REV. W. H. MILBURN, D.D. (blind), Chaplain House of Representatives, Washington, D.C., U.S.A.

SECRETARIES.

B. B. HUNTOON, A.M., Superintendent American Printing House for the Blind and the Kentucky Institution for the Education of the Blind, Louisville, Ky.

JOHN T. SIBLEY, A.M., M.D., Superintendent Missouri Institution for the Instruction of the Blind, St. Louis, Mo.

FIRST GENERAL SESSION.

Tuesday Morning, July 18, 9 o'clock.

I. ADDRESSES OF WELCOME.

1. Hon. C. C. Bonney, President World's Congress Auxiliary of the World's Columbian Exposition, Chicago.
2. Hon. Rt.-Rev. Samuel Fallows, D.D., LL.D., Chairman Committee on Educational Congresses, Chicago.
3. Frank H. Hall, Chairman Committee of Organization and Superintendent Illinois Institution for the Education of the Blind, Jacksonville, Ill.
4. Rev. W. H. Milburn, President World's Congress of Instructors and Friends of the Blind.

II. RESPONSES TO ADDRESSES OF WELCOME.

1. Emile Martin, Director Institution Nationale des Jeunes Aveugles, Paris, France.
2. William B. Wait, Superintendent New York Institution for the Blind, New York City.
3. Dr. Frank Rainey, Superintendent Texas Institution for the Blind, Austin, Tex.
4. Dr. K. Wulff, Superintendent Royal Institution for the Blind, Steglitz, Germany.

5. H. L. Hall (blind), Superintendent Pennsylvania Working Home for Blind Men, and Secretary of the Society for Providing Evangelical Religious Literature for the Blind, Philadelphia, Pa.
6. Warring Wilkinson, Superintendent California Institution for the Deaf and Dumb and the Blind, Berkeley, Cal.
7. M. Anagnos, Superintendent Perkins Institution and Massachusetts School for the Blind, South Boston, Mass.
8. F. J. Campbell, LL.D., Superintendent Royal Normal College for the Blind, Upper Norwood, London, Eng.

III. PAPER, "The Blind receive their Sight." By A. H. Dymond, Principal Ontario School for the Blind, Brantford.

FIRST INFORMAL SESSION.

Tuesday Afternoon, July 18, 3 *o'clock.*

The time of this session will be devoted entirely to the introduction of members to their fellow-workers, and to social enjoyment. Qualified interpreters will be present to aid those in becoming acquainted who are unable to communicate without such assistance.

MANAGERS.

JAMES J. DOW, Faribault, Minn. M. DE LA SIZERANNE, Paris, France.
K. WULFF, Steglitz, Germany. A. BUCKLE, York, England.
J. MOLDENHAWER, Copenhagen, Denmark.

FIRST SPECIAL SESSION.

Wednesday Morning, July 19, 9 *o'clock.*

I. SYSTEMS OF EMBOSSED PRINTING.
1. The Moon System. W. Moon, LL.D., Brighton, Eng.
2. The Braille. J. W. Smith, South Boston, Mass.
3. The New York Point. Superintendent William B. Wait, New York City.
4. The Roman Letter. Dr. Frank Rainey, Austin, Tex.

II. COURSES OF STUDY IN SCHOOLS FOR THE BLIND.
1. S. Ruttnor, Director Royal Institution for the Blind, Dresden, Germany.
2. James J. Dow, A.M., Superintendent Minnesota School for the Blind, Faribault, Minn.

III. INSTRUCTION IN MUSIC.
1. F. J. Campbell, LL.D., Superintendent Royal Normal College for the Blind, Upper Norwood, London, Eng.
2. Person to be named by Superintendent William B. Wait.
3. Professor Wallace P. Day, Musical Director Illinois Institution for the Blind, Jacksonville, Ill.

4. Professor D. D. Wood (blind), Musical Director Pennsylvania School for the Blind, Philadelphia, Pa.

IV. THE HIGHER EDUCATION OF THE BLIND.

Professor Lewis B. Carll (blind), author of "A Treatise on the Calculus of Variations," Jersey City, N.J.

SECOND INFORMAL SESSION.

Wednesday Afternoon, July 19, 3 *o'clock.*

A president and secretary for this meeting will be selected at the morning session.

SUBJECTS FOR DISCUSSION.— The papers presented at the preceding session.

A list of speakers will be made before the meeting; but persons not on the list, and desiring to speak, may send their cards to the presiding officer, and will be called if there be time. Limitations of time for remarks will be announced by the President. The utmost brevity is desired. No new topic will receive attention until all the subjects presented at the morning session have been disposed of by the delegates in attendance.

SECOND SPECIAL SESSION.

Thursday Morning, July 20, 9 *o'clock.*

I. THE PHYSICAL CULTURE OF THE BLIND.

1. Person to be named by Superintendent Anagnos, South Boston, Mass.
2. William Martin, Superintendent Royal Blind Asylum, Edinburgh, Scotland.

II. APPLIANCES USED IN THE INSTRUCTION OF THE BLIND.

1. W. Mecker, Director Rhine-Province Institution for the Blind, Duren, Germany.
2. B. B. Huntoon, A.M., Superintendent American Printing House for the Blind, Louisville, Ky.

III. MANUAL TRAINING.

1. The Kindergarten. M. Anagnos, Superintendent Perkins Institution and Massachusetts School for the Blind, South Boston, Mass.
2. Sloyd. Miss Anna Molander, Teacher of Sloyd in the Wisconsin School for the Blind, Janesville, Wis.

IV. MORAL AND RELIGIOUS INSTRUCTION IN STATE SCHOOLS.

1. J. R. Harvey, D.D., Superintendent Arkansas School for the Blind, Little Rock, Ark.
2. F. D. Morrison, Superintendent Maryland School for the Blind, Baltimore, Md.

3. John T. Sibley, A.M., M.D., Superintendent Missouri School for the Blind, St. Louis, Mo.

V. TRADES ADAPTED TO BLIND MEN.

1. H. L. Hall (blind), Superintendent Pennsylvania Working Home for Blind Men, Philadelphia, Pa.
2. W. R. Armstrong, Superintendent Richmond National Institute for Industrious Blind, Dublin, Ireland.

VI. EMPLOYMENTS FOR BLIND WOMEN.

1. Mrs. Sarah B. Little, formerly Superintendent Wisconsin School for the Blind.
2. H. W. P. Pine, Secretary Midland Institute for the Blind, Nottingham, Eng.

THIRD INFORMAL SESSION.

Thursday Afternoon, July 20, 3 *o'clock.*

Discussion continued on the same general plan as that suggested for the Second Informal Session.

SECOND GENERAL SESSION.

Friday Morning, July 21, 9 *o'clock.*

I. GENERAL STATISTICS REGARDING THE BLIND, THEIR EDUCATION AND EMPLOYMENT.

1. Europe. G. R. Boyle, Acting Secretary British and Foreign Blind Association, London, Eng.
2. Asia. Rev. W. H. Murray, Peking, China.
3. Africa. M. Onsi, Director Institution for the Blind, Cairo, Egypt.
4. Oceanica. Samuel Watson, Master New South Wales Institution for the Deaf and Dumb and the Blind, Sydney, Australia.
5. America. Edward E. Allen, A.M., Principal Pennsylvania Institution for the Blind, Philadelphia, Pa.

II. PAPER, "The Care of the Blind in the United Kingdom during the Last Twenty-five Years." A. Buckle, Superintendent Wilberforce School for the Blind, York, Eng.

III. PAPER, "The Care of the Blind after leaving School."

1. T. A. Wallis, Secretary Indigent Blind Visiting Society, London, Eng.
2. Hon. ——— Morris (blind), Baltimore, Md.

IV. PAPER, "The Necessity of having in Every Country an Association in the Interest of the Blind." M. de la Sizeranne, Editor *Valentin Haüy*, Paris, France.

V. PAPER, "The Best Means of making the Blind Independent." J. Moldenhawer, Director Royal Institution for the Blind, Copenhagen, Denmark.

NOTES.

1. The Congress will be under the direction of the Committee of Organization. A complete programme and further rules for the government of its proceedings will be presented before its opening.

2. Type-written or printed copies (in English) of papers to be presented should be put into the hands of one of the Secretaries not later than July 4.

3. Not more than twenty minutes will be allowed for the presentation of a paper, except by previous arrangement with the Committee of Organization.

4. The General Sessions will be held in one of the large rooms (capacity 3,500) in the Memorial Art Palace on the Lake Front. The subjects of the addresses at these meetings are such as will interest the general public.

5. The Special Sessions will be held in one of the smaller rooms (capacity 300 to 700) in the same building. The subjects upon which papers will be presented at these meetings are more technical, and will interest those chiefly who are engaged in the instruction or care of the blind.

6. It is expected that provision will be made for the publication of the proceedings of both the General and Special Sessions; but only such parts of the proceedings of the Informal Sessions will be published as may be deemed necessary or helpful in the elucidation of the subjects presented at the morning sessions.

7. Extemporaneous debate, except at the Informal Sessions, will not be in harmony with the plan of President Bonney. He says: "Unprepared discussion or miscellaneous debate would obviously be inconsistent with the plan, of which the chief object is to procure the maturest thought of the world on all the great questions of the age, in a form best adapted to universal publication. The time at disposal after the delivery of a discourse will, therefore, be given to the more eminent persons present, who will speak on the call of the presiding officer, and to whom such previous notice as may be practicable will be given."

8. The superintendents and secretaries of institutions and societies for the education, employment, or care of the blind throughout the world, will please regard themselves as members of the Advisory Council, and make such suggestion in regard to modification of or addition to this programme as they may deem desirable.

9. If any one named upon the programme is unable to perform the part assigned him, he will consider himself authorized to select some one who will do this work; and the Committee, if promptly notified of the name of the substitute, will cause the proper change to be made in the perfected programme.

FRANK H. HALL,
Jacksonville, Ill.
B. B. HUNTOON,
Louisville, Ky.
JNO. T. SIBLEY,
St. Louis, Mo.
Committee of Organization.

Approved,
CHARLES C. BONNEY,
President World's Congress Auxiliary.

NOTES OF A JOURNEY.

II.

III. LEIPZIG.— This institution is situated in the quiet *Salomonstrasse*, in a pretty building, formerly a manor-house, with a large garden. It was founded in the year 1866, by one Herr Biener, who bequeathed more than a quarter of a million marks for its establishment. From its founder it took the name of the Biener'sche Institution for the Blind. It now numbers sixteen pupils, twelve of whom are resident, and four are non-resident, and only attend the school, which is divided into two classes. The officers consist of a director, a teacher, a kindergartner, a music-teacher for voice and piano, a work-master for brush-making, who comes from the city, and an overseer, who attends to the chair-seating. Here, as also in Dresden, especial interest is excited by the finely executed kindergarten and manual work. Great attention is directed to physical exercise, and more than the usual gymnastic exercises are practiced. This institution has a marked family character. Only the blind of Leipzig and its immediate neighborhood are received. Workshops are open to the pupils after leaving school, and a fund is provided for their support.

IV. BERLIN.— The City Blind School is located in the *alten Jacobstrasse*, and is attended by 120 pupils, 54 of whom are of school age, and are taught in three graded classes. The school-rooms are amply provided with good appliances. The music instruction is directed mainly to the voice, piano, and violin. The institution has also a small orchestra. The manual training includes basket-making, cane and rush seating, and brush-making. Of the articles of female handicraft, hammocks find the best market. The institution has also a well-managed printing-

office. The girls employed there earn forty marks per month. All the pupils are non-resident; that is to say, they live outside the institution and visit it for the most part singly or in conformity with the rules for orphan children. This is the only day-school for the blind, at least in Germany. There is certainly a strong argument for an institution of this kind in populous cities which have a sufficient contingent of pupils, and for economical considerations it has a preference over the boarding-school. Unfortunately, I was unable to converse with the friendly director upon the advantages and disadvantages of this day-school; for he was taking a line of his pupils for sea-bathing as a recreation,—a holiday arrangement possible for but few institutions to enjoy.

V. STEGLITZ.—The Royal Prussian Blind Institution is about two hours distant from Berlin, in the town-like village of Steglitz. In the summer of 1806, the founder of the first institution for the blind in the world, Valentin Haüy, passed through Berlin on a journey to St. Petersburg, and with a blind pupil, Fournier, whom he took with him, found opportunity to exhibit, in presence of King Frederick William III., the methods of instruction. In consequence, the geographer, Dr. Zeune, received a commission from the king to establish an institution for the blind in Berlin; and it was opened Oct. 13, 1806, with two pupils. It grew but slowly through the troublous war times, and in 1833 it had for the first time twelve free places. In this year Dean Rottenburg bequeathed to it a cash property amounting to 83,000 thalers. The institution removed to a building of its own at No. 139 *Wilhelmstrasse*. There it developed; and in 1876 an entirely new building was erected in Steglitz, at a cost of 176,000 thalers, to which they removed April 1, 1877. The establishment consists of three edifices, the principal building and two adjoining ones. A beautiful hall, with a good organ, satisfies the desires of the institution. The establishment was very rapidly filled; and now its space is so fully occupied that henceforth the dining-room must be

used for a gymnasium as well, which in any case must lead to many difficulties. However, a new gymnasium will shortly be built.

The institution numbers at present one hundred pupils, and is divided into the preparatory school, the school proper, and the work department. The preparatory school contains children from five to nine years old, who are divided into two classes and taught by two kindergartners according to the Froebel methods. The school proper contains children from nine to fourteen or fifteen years of age, and has five graded classes, each under a master. The classes consist of eight to twelve pupils. Instruction in music includes the piano, violin, organ, singing, and a few wind instruments; the industrial training, basket-making, chair and mat weaving, rope and brush making (principally by the girls), and women's handiwork. A housekeeper is employed, who for board and washing receives 75 pfennig per day for each pupil. The porter sells the manufactured goods, and receives, in addition to his wages, two per cent. of the amount of the sales.

In order to preserve and convert into money the business skill of the pupils who leave the institution, a society for the promotion of the judicious independence of the blind was formed in 1886. As a result of this society, the Home for Blind Women has arisen. It has a house of its own, built at a cost of 45,000 marks, located in the vicinity of the institution, and is under the control of the society, to which the director of the institution also belongs. It boards about twelve women. Each must pay 100 marks per year for lodging, and needs to earn at least 8 marks per week in order to defray her expenses. Hitherto this has been accomplished by brush-making, but now their earnings are much better through the preparation of lace-work used for ornamentation. An industrious woman makes eighty pieces per day, and earns 4 marks per one hundred pieces. A housekeeper provides the residents with dinners for 30 pfennig. Breakfasts they themselves prepare, and pay 30 pfennig per week for fuel for the kitchen.

Supper, by rule consisting of bread and butter and beer, they also prepare. Each woman has her own apartment. The little single rooms are neat and pretty, and seem to satisfy the occupants.

VI. NEU-TORNEY.— The Blind Institution of the Prussian Province of Pomerania is in Neu-Torney, a suburb of Stettin. It consists of four buildings: (1) the dwelling and sleeping rooms for men, (2) the dwelling and sleeping rooms of the women's division, (3) the offices and school-rooms, (4) the gymnasium and the rooms for storage of stock. The institution has a spacious garden. The male and female pupils are strictly separated, only meeting for instruction in the school. There are now seventy-four pupils, of whom twenty-six are girls. The school consists of four graded classes; the teaching staff of four male teachers, one lady, and the director. The number of scholars per class varies from nine to fourteen. Musical instruction is only given for pleasure, and extends to singing and a few instruments. The industrial training comprises basket-making, brush-making, and rope-making. How far these are carried was shown by the sales-book, wherein the net proceeds of the work of the pupils for the past year amounted to 2,000 marks for basket-making, 4,000 marks for brush-making, and 22,000 marks for rope-making. The rope-making finds a steady customer in the ship "Vulcan." The support fund amounts to 140,000 marks. A Home for blind women is in contemplation, and three rooms have already been rented for a few women.

JOSEPH RUPPERT.

Munich, August, 1892.

(*To be continued.*)

AFTER GRADUATION.

V.

THERE come days in March when winter and spring seem to battle for supremacy. Winter knows that he must yield to spring; but he never does it gracefully or without fierce struggles, which in fury and vehemence are unsurpassed by any midwinter storm. But these outbursts are only transient; for the sun darting through the clouds laughs at cold and storm, while on-coming spring chases the king of snow and ice back to his fastnesses.

It was on such a day as this, when sun and cloud, storm and calm, followed each other in rapid succession, that Mr. Lester dropped in to chat awhile with Mr. Forrester; and Mabel, gathering up her work, withdrew to a low seat by the window. The two men talked of the prospect for the coming season, and of the changes and improvements which they intended to make.

"And what will you do with the ground south of the orchard, now that you have moved your pasture over by the creek?" asked neighbor Lester.

"Oh, not anything this year," answered Mr. Forrester.

"That would make a fine garden spot," said his companion, musingly, glancing through the window at the field in question, "lying as it does on a southern slope, and protected on the north and west." Then, turning to Mr. Forrester, he continued: "I tell you what, Forrester, some of us ought to go into the gardening business. Why, ever since Jones sold out, and moved away, our town has had no market garden. Last season the hotels and families that had no garden of their own were unable to get enough home-grown vegetables at any price, the demand was so much greater than the supply. If I hadn't so much stock to look after, I would go into it myself. I am sure it would pay."

"I dare say it would," assented Mr. Forrester; and then the conversation turned on other topics.

But Mabel heard no more. Mr. Lester's words had started a new train of thought. Her work fell unheeded in her lap, and she was borne along on the swift current of ideas. Visions of what might be rose before her, so swiftly does the mind leap from possibility to fulfilment, ignoring the slow steps which mark the way. However, Mabel did not waste much time in dreaming, but roused herself to consider details; and it was with plans carefully laid that she approached her father that evening, and amazed him with her request.

"You want the five acres to make a garden?" he said in undisguised astonishment.

"Perhaps not all of it this year, but as much of it as I can use," answered Mabel.

"But," protested her father, "how can you do anything with a garden? It requires strength and skill. If you were a man, it would be different, but a girl, and in your condition, too! You had better give up the idea at once."

"Yes, father," Mabel replied. "I know it needs strength and skill, but women have been very successful in this occupation. It certainly can be no harder for them than washing or sewing all day. As for me, I am strong; and the outdoor exercise will make me stronger. I believe, too, that I have some skill in this line; and I shall strive to acquire more. You know I have always been successful with flowers. If you will have the ground prepared, I am sure the boys will give me what help I need. I have never used my prize money, and I will take that ten dollars to buy seeds and plants; and, if I only raise enough for our own use, it will be something. But I feel certain I can do better than that. So, father, may I have the ground?"

More to please his daughter than because he had any faith in the scheme, Mr. Forrester finally gave his consent, and promised to have the ground made ready as soon as the weather would permit. Aunt Sue denounced the

whole affair as a piece of foolishness, and only hoped "the child wouldn't kill herself with work, or be too disappointed at her failure." The children, however, entered with enthusiasm into the plan; and the boys readily promised their help.

When the warm April showers had mellowed the soil, Mabel began her first work in the garden. She went over the ground carefully, dividing it into long, narrow beds, slightly raised and edged with narrow boards, with a small post at each corner. Each bed was separated from its neighbor by a path, which enabled her to move among them with safety and precision; while the form of the beds made it easy to reach to all parts from the path around them. In planting, she was at first assisted by the children, on whom she depended to make straight the rows into which she dropped the seeds. But one day, working alone, she devised a scheme for this purpose which proved quite satisfactory. Beginning at one corner of the bed, she measured along the side the distance she desired between the rows, and marked the point with a small stake. In like manner, she placed another stake opposite this one. Connecting these by a stout cord, she made her row by it. She repeated this for each row, each time measuring from the last stakes set, and moving one at a time.

When tender green shoots began to appear, the battle with the weeds commenced. Here Mabel's long familiarity with plants enabled her readily to distinguish by touch the rightful occupants of the garden from their invading enemies. Carefully nourished by their young gardener, the tender shoots grew into thrifty plants; and it was with just pride that Mabel gathered her first harvest of garden produce early one Saturday morning. Hal had announced his willingness to take it to market; and, having packed it into the road cart, he set off, in high spirits.

Mabel was not so joyous, at least she tried not to be. She might be disappointed. She would not hope too much. After all, her produce might not sell; but, when before noon Hal returned with an empty wagon, and placed in her

hand seven dollars, as the equivalent of what she had sent away, Mabel threw aside her doubts, and all, even Aunt Sue, voted the garden a success.

Others besides those of her own family watched Mabel's enterprise with interest. Many gazed as they passed. Some even stopped and stared, and conversed in low tones about her, as if she did not know of their presence, and hear all they said.

One morning Judge Bertram tied his horse to the gate, and came in where Mabel was at work. She had met the judge once when at church with her father, and now his pleasant voice and genial manner quite won her confidence. He expressed no surprise at what she was doing, but praised some parts of her garden, offered suggestions, and even criticised some things. He apologized for the liberty he took by saying that he was very fond of gardening, had had considerable experience in that line; and, if there was any way in which he could assist her, he should be most happy to do so.

Mabel thanked him, and thereupon asked his advice concerning several matters in which she was in doubt. Where could she get books on the subject to study next winter, that in the following year she might improve her garden? He had them, he told her, and should be pleased to loan them to her. When he left, it was with a cordial invitation to visit his garden and learn all she could there.

In a few days Mrs. Bertram called. She had a calling acquaintance with Aunt Sue, but this time she asked especially for Mabel. She had the rare tact of making every one appear at their best in her presence: hence Mabel found it easy and pleasant to converse with her. She asked Mabel about her school life, her graduation, found they had read and enjoyed many of the same books, wished to see the garden; and, when she went away, Mabel felt better acquainted with this new friend than with any she had met since coming home.

After this Mrs. Bertram came often, sometimes taking Mabel for a ride, lending her books and magazines, and

often reading aloud to her. Many delightful visits Mabel enjoyed at the elegant Bertram home. Judge Bertram was interested in the young gardener, and gave her much valuable assistance; and his wife insisted that her young friend should go more into society, and under her protection Mabel ceased to dread this as before.

Mr. and Mrs. Bertram were people of wealth, culture, and high social station. Their only child, a son, was studying law in a distant city. They enjoyed Mabel's company, liked to give her pleasure and help one who was so anxious to help herself; and they never felt or made her feel that what they did for her was charity. They showed her a thousand courtesies which it is so easy for persons in their position to bestow on a girl like Mabel, but which, alas! so many fail to do. Society is prone to stand aloof from one whose position or qualifications are unknown or not clearly defined until some leader whose acts are beyond question pronounces the verdict. Then how gracious it is, and how it wonders where these persons have kept themselves, and why it had not found them out before!

So, many who had hitherto passed Mabel by unheeded eagerly sought her acquaintance when they found that Mrs. Bertram invited her to her social gatherings, and found her, much to their surprise, a charming young lady, educated, refined,— in short, a valuable addition to their social circle.

"Here is a letter for you, Aunt Sue! Father just brought it from the office." And Mabel tossed the missive into her aunt's lap, then, leaving her to enjoy it, strolled out on the veranda, and stood leaning over the railing. The frosts of autumn had come. The vine that clambered up the veranda pillar hung limp and lifeless. Mabel mechanically plucked some of the dead leaves, and crushed them in her hand with a dry brittle sound. Three times had Mabel planted her garden, and three times had she gathered a bountiful harvest. At the close of the first season, after paying all expenses, she found she had cleared some seventy odd dollars. Each season the garden had

been enlarged and improved, and the profits had correspondingly increased.

Besides this she had gained in health and strength. She felt the warm glow and exhilaration that come with plenty of outdoor exercise. How pleasantly and swiftly, too, the years had flown! for, though time's majestic march forever moves in cadence with the centuries, yet, in the rush of life and flight of thought, we sometimes lose the beat, and think the measure fast or slow, according to the rhythm of events. Some days seem years, some years a day.

There had been changes in the Forrester household. Mary had married, and gone to make a home of her own. There was a time when Aunt Sue was laid aside for several weeks with a sprained ankle; and Mabel took charge of the work, succeeding so nicely that her aunt declared that no one could have been employed who would have done half as well.

Miss Lane's letters, too,—how they had cheered and encouraged her! How interested she had been in all her efforts, rejoicing in her success and sympathizing in her trials! "Dear Miss Lane! How much she has been to me!" Mabel said to herself, as on this particular morning she thought over the past three years.

The voices of her father and aunt engaged in earnest conversation floated out to her; and, when presently her father came out on the veranda, Mabel, feeling that something unusual had happened, asked, "What is it, father?"

"Your Aunt Lucy is in poor health," he answered. "The doctor orders a change of climate at once. She is going to California; but your uncle's business is such that he cannot well leave just now, and they want your Aunt Sue to go with her."

"But — she won't. I mean, how can she, what should we do without her?" faltered Mabel, in dismay.

"No, I suppose she can't," replied Mr. Forrester. "She says she mustn't think of it, but it seems too bad. She has worked hard here, and had little recreation. She

would enjoy the trip so much. Lucy is not so ill as to require much care, and she has plenty of money. The trip would be such a rest and change to your Aunt Sue. But, as you say, I don't see how we could do without her. It would be hard to find any one to take her place, were I able to hire, which I am not." And he ended with a sigh.

A silence followed, broken at last by Mabel.

"Father," she said in a resolute tone, "we must let her go."

"But who can we get to take her place?" And her father looked troubled.

"Aunt Sue has been like a mother to us, and no one could take her place," said Mabel, thoughtfully. "But," she continued, "it would be selfish to keep her longer; and, if you will trust me, I will do the best I can."

"You, Mabel? Do you think you can?" And her father looked surprised, but eager to grasp the suggestion.

"Yes, father, you know our family is not what it used to be. Mary is gone, Rob is in college, Hal will be in town most of the winter, learning his trade. There will only be three of us at home. Probably I shall not do things like Aunt Sue; but, if you will be patient with me, I am sure, with Lizzie's help, we can get along some way."

"Bless you, my daughter!" said Mr. Forrester, fervently. "Yes, I really believe we can. Go and talk to your aunt about it."

Whether the prospect of a visit to the land of fruit and flowers in the company of her favorite sister influenced Aunt Sue, or whether she had come to have more confidence in her niece than even Mabel herself had, certain it was that she needed little urging to accept her sister's invitation, and entered with zest into preparations for her departure. Mabel at once took charge of the work, in order to give her aunt more time, and also to learn all she could while her aunt was still there to help and criticise her methods.

One morning, when Mabel was busy in the kitchen, Aunt

Sue was summoned to the sitting-room by an early visitor; and through the half-open door Mabel heard the following bit of conversation: —

Visitor, in a regretful tone: "It is too bad Mary is married. Now, if she had only been at home, you could have gone away feeling perfectly easy." "Pshaw!" said Aunt Sue: "if Mabel doesn't make as good a housekeeper as Mary, I'll miss my guess." "But Mabel is blind," replied the other. "What of that?" answered Aunt Sue. "What use are eyes if one doesn't use them? And it seems to me there are a good many who do not." Then she added: "I used to think just as you do, but I've learned that where there's a will there's a way. If one has a mind to do a certain thing, and hasn't sight to help him through, he will be sure to find some other way to do it." And then she added a little proudly, "At least, that is what my niece Mabel does."

A. M. H.

Des Moines, Ia.

(To be continued.)

TRUE MUSIC.

True music dwells not in the outward notes,
  But in the depths and silences between,
E'en as the flower is in the breath that floats
  Among the petals, fragrant, yet unseen.

For sound is but the wall, uncouth and plain,
  Whereby the garden of the tune is known;
And all the rhythmic hushes of the strain
  Are wickets in this barrier of tone.

'Tis through these narrow niches — nooks of rest —
  That music's voice to ears attuned is brought.
'Tis through these tiny gates of silence blessed
  That deeper meanings from within are caught.

Let those too dull for music's finer charm
  Extol the shell of song, the storm of sound;
But from the storm remove each lull and calm,
  And where would then sweet melody be found?

HENRY W. STRATTON.

THE BLIND STUDENT OF GREEK.

In the spring of 1888, at the Pennsylvania School for the Blind, I began the study of Greek with four other boys, who labored under disadvantages similar to my own. The instruction was exclusively oral. The whole of our first lesson was devoted to alphabet drill. The second assignment was expended on diphthongs. At this stage of the course I was obliged to drop out, on account of illness. My work had not been entirely satisfactory; and, wishing to fix the points discussed up to date, I took a common spelling-book in my sick-room, and went over page after page of it, transferring all words from English to Greek orthography, paying special attention to the diphthongs, and carefully noticing such letters as had no foreign equivalent. The interest soon flagged, however; and then my little knowledge slowly crept away.

In the summer I resumed my study under a tutor in Northern Vermont. It did not take me long to recall the little I formerly knew. This time I went far enough to manage skeleton sentences, translating both ways, from White's "Greek Lessons." In spite of all effort to make my Greek keep pace with my Latin, which I was taking at the same time, the former played a very subordinate part. Indeed, after ten days I again dropped the Greek altogether.

By the close of the summer I had decided to cast my lot with the class of 1890 at St. Johnsbury Academy. Realizing the imperative need of a means to write Greek, I busied myself in earnest with studying for some effective device. I will not tire the reader with such of my schemes as failed. I invite his attention merely to the one which proved successful. I based my system upon the New York point alphabet. As far as possible it was a direct transfer from the Greek to the English. Where this method would not answer, I made substitutions. In a few cases I was

obliged to construct outright. The following is a plan of the alphabet I used: —

Alpha, a.	Rho, r.
Beta, b.	Sigma, s.
Gamma, g.	Tau, t.
Delta, d.	Upsilon, u.
Epsilon, e.	Phi, f.
Zeta, z.	Chi, ch.
Eta, c.	Psi, j.
Theta, th.	Omega, w.
Iota, i.	Acute accent, v.
Kappa, k.	Circumflex accent, y.
Lambda, l.	Grave accent, q.
Mu, m.	Apostrophe, reversed z.
Nu, n.	Rough breathing, h.
Xi, x.	Smooth breathing, absence of h.
Omicron, o.	Iota-subscript, reversed h.
Pi, p.	

NOTE.— Accents were written in the line and before the vowels affected. In the case of diphthongs, they came between the component vowels. Breathing marks also preceded their vowels. The iota-subscript followed its vowel. The text was punctuated after the English method.

In the fall of 1888, I entered the class of beginners in Greek at St. Johnsbury Academy. I recited with three girls and twenty boys, each of whom had all his faculties. I employed a classmate to read for me. We got our lessons together. It was his duty to do all the eye work necessary, such as looking up words, handling notes, and consulting grammar. In class I was called upon like any other student. I read my exercises from a New York point paper which I had previously written out.

The first term was spent on elementary preparation. After that we took up Xenophon's Anabasis. I copied each assignment, at my reader's dictation, by means of the Greek alphabet I had arranged. I found the method very successful. By the close of the year we had read the first two books of our author. The next year we took the third and fourth books of the Anabasis and the first two books of the Iliad. My course in the Academy was then

closed. I entered Dartmouth College in the fall of 1890. My first Greek work was a course in Plato's Apology of Socrates and the Crito. I continued to copy my Greek text, as I had previously done. Freshman winter I read five books of the Odyssey. In the spring I translated several selections from Herodotus. I afterwards read Iphigenia among the Taurians, two Philippics of Demosthenes, selections from the minor Greek lyric poets, and the famous Crown oration.

In concluding my paper, I wish to recur to the system which alone made it possible for me to pursue the study of Greek. I desire to submit it to the examination and criticism of any who may be interested in the extension of embossed literature. At present, I think there is not a line of raised printed Greek in the world.* The reason hitherto given has been "no system feasible." This difficulty seems now met. The above scheme renders the publication of any Greek work easily possible, and incurs no outlay whatever for special type. In setting up text, whether grammar, lexicon, or solid matter, I would recommend the use of the line letter in whatever English occurs, and that of the modified point for all Greek. The steadily increasing number of the blind who are aspiring to advanced study demands the immediate attention, not merely of empowered committees, but of the philanthropic world, to the evident needs in this particular.

WM. GIBBON.

* In this the writer is mistaken; for Greek books have, for many years, been embossed in England in Braille point. See Editorial Notes. — ED.

THE ALEXANDER-MARY SCHOOL AND THE RUSSIAN OPERA.

[*Translated from Slèpets by A. Delano.*]

THE blind pupils of the Alexander-Mary School, thanks to the kind and fatherly care of Secretary Grott and the courtesy of the managers of the theatre, are allowed an opportunity to attend the Russian opera; and every Tuesday during the present season they receive six seats. The boys and girls use them in turn, each one eagerly awaiting his opportunity. The following are letters from pupils describing their impressions. These simple and genuine letters speak for themselves. Each line is replete with true and sincere feeling. Would that seeing people could feel and write thus!

Dear Papa and Mamma,— With the New Year I congratulate you with all my heart, and wish you all possible happiness. I am well, thank Heaven! My holidays are rather dull, because my friend has gone to visit some relations. We had a Christmas tree on the 27th. The most reverend Anthony was invited to the Christmas tree, but could not come, owing to other engagements; but he sent us a sum of money and, through our priest, congratulated us upon the holiday season, wishing us to spend these great days in a Christian spirit, in peace with all, and with feelings of love and affection towards each other. Still, we felt grieved not to have seen him. The festivities about the tree commenced at three o'clock. We began by singing a chorus from the opera "Russàlka" ("The Mermaid"). Next two boys and two girls played the overture from the "Life of the Czar." This piece positively carried me away! Then we sang "Bohemian Life." Then our priest spoke to us, explaining the meaning of the Christmas tree. Then we sang a church chorus, "Glory to God on High!" after which we received our presents. I received a large box of paper for the Braille system, with which I was greatly delighted. While we were examining our presents and those of our friends, one of us presented to our director a crocheted carpet, the work of the senior classes. I did not crochet any of it, but contributed some money for the materials. He seemed very much pleased, and said, "I thank you, thank your school-mates!" One boy presented him a brush,—his own work.

The 29th of December, however, was the day I shall remember before all others; for on that day I was taken to the opera to hear the artists. The opera was "Russlan and Ludmila." I cannot express my feelings in words! As I was listening, particularly in some parts, my tears flowed. What could express my feelings any better!

I have no other news. I embrace you tenderly, and all my friends and acquaintances. Your affectionate daughter,

VARIA.

TUESDAY, December 29.

I went to the opera! It is not the first time that I have heard music; but, when the orchestra began to play the overture, I was deeply affected, and tried to catch every strain. The opera was "Russlan and Ludmila." Ivanov sang the first solo, yet he did not impress me; but, when the choir sang, . . . such a choir as I had never heard before, I could scarcely breathe; and I sat oblivious of all things, and intent on every note. As I sat listening to the different artists, I tried to guess in what key they were singing, and also to remember the air. On the whole, my impression of the first opera was such that I thought for several hours of the delight of sitting there, of living and sharing the feelings of the singers. True, I retained nothing; but it seemed to me, at the time, that I should remember it all. TATIANA.

Dear Liza,— Last month I went to the theatre to hear the opera of "Russlan and Ludmila." You will ask, "What does the opera offer to the ear?" I will say it is a succession of beautiful melodies the strains whereof make one forget all but the present. When the soloist or singers were performing a sad air, and I could hear the grief expressed in their voices, I, too, felt like crying; but, when their voices expressed triumph or joy, it seemed to me that I could soar high up in the air. At first, when I heard the singing of the chorus, a pleasant sensation diffused itself all over me; and for a moment I became unconscious of everything else. I tried to remember some of the airs, but could not.

THEKLA L.

SELF-KNOWLEDGE.

Study yourselves, and, most of all, note well
Wherein kind Nature meant you to excel.

LONGFELLOW.

As soon as the children who enter our institutions are able to think understandingly, they should be impressed with the fact that somewhere in this great world of active life there is a place open for them to fill and a work waiting for them to do. While at school, they must study not only the lessons assigned, but they must also study themselves carefully and conscientiously, and try to prepare for what the future may have in store for them.

There comes in all our lives a period when we stand upon the threshold of manhood or womanhood. Behind us are the happy, care-free days of childhood, over which memory dances and ripples like a joyous brooklet, lingering now and then at some never-to-be-forgotten birthday or Christmastide, as the brook pauses to kiss the fair, sweet blossoms that nod and smile at it from either bank. Slowly the stream widens, and anon becomes the river of youth, sometimes gliding peacefully on its way and sometimes dashing itself fiercely against the rocks as it rushes madly toward the ocean.

All that is past now. The river has reached its outlet; and we pause ere we launch our frail barks upon the tossing, restless sea of the unknown future, and ask ourselves for what we are best fitted. Whatever the answer may be, however difficult the work may seem, let us not be discouraged! "Obstacles are things to be overcome," and "what we achieve we must pay for."

During childhood and youth we have received far more than we have given; but now the tables are turned, and we must strive to give the best there is in us freely, without expecting to receive anything in return. We must work,

not only that we may have the necessities and comforts of life: we must work to make the lives of those about us brighter and happier, and to make the world a little better because we have lived, remembering always that "no life can be pure in its purpose and strong in its strife, and all life not be purer and stronger thereby." M. A.

THE MIZPAH CIRCLE.

THE Mizpah Circle was started about seven years ago, with these objects in view,— the moral, intellectual, and social advancement of its members, and the rendering of such aid as lay in its power during a time of trouble. The meetings were held at the house of one of the members until a room was offered to them by the pastor of one of the churches of this city. Here they held their meetings for some time, until, their membership having increased very materially, it was thought advisable to have a more central place for meeting. Accordingly, they rented a room in the Johnson building, near the City Hall. Here they spent many pleasant evenings,— as, in fact, they had always done,— in reading, recitation, music, etc.

In the fall of 1888, the Circle decided to hold a fair, the proceeds of which were to be used for the commencement of a fund to establish an Industrial Home for the Blind. At this fair they raised nearly $1,000.

In February, 1889, the Circle was incorporated under the laws of the State of New York as the Guardians of the Home Building Fund. Efforts were then made to interest some of the leading men of the city, but apparently without any success. This rather discouraged the members, and a lack of interest began to manifest itself. But this feeling, I am heartily glad to say, has been overcome, and an interest again revived.

In the fall of 1891, a concert was given, and in the fall

of 1892, a fair. These two have more than doubled the fund.

In January of the present year an effort was again started to interest a certain class of people; and I am sure it will not end this time until our object is gained, which is a Board of Directors for the Industrial Home.

EBEN P. MORFORD, *President.*

HOME TEACHING.

Dear Mentor:

WHILE our schools for the blind are doing so much for youth deprived of sight, something should, we think, be undertaken to brighten the lives of those who lose their sight in middle life or in old age. The following quotation from the last annual report of our schools deals with this question so far as we are concerned in the eastern portion of Canada: —

"HOME TEACHING.

"There are two classes of blind persons to whom we desire to lend a helping hand, and for whom much can be done.

"First, there are those who are too young to enter the school, and, second, those who lose their sight when they are too old to take advantage of regular school training. The first of these we endeavor to reach by correspondence with the parents or guardians, by supplying them with copies of *The Mentor* and other publications dealing with the education of the blind, by furnishing them with books printed in ra sed letters and helpful appliances, and by advising them as to the best manner of training little boys and girls who are without sight. For the adult blind who are not graduates of the school, we desire to do much more in future than as yet we have been able to accomplish. There are many hundreds of middle-aged and elderly blind persons living throughout the four Provinces who require

assistance. Many of these persons are overwhelmed by the loss of sight, and the results of the weary monotony of their idle lives is pitiable in the extreme. To such this institution should be a beacon light of hope; and, thank God, it has been a direct blessing to many such.

"Many of those who lose their sight after they reach manhood or womanhood can, with very little help, be taught to read raised print, and be encouraged to resume the active duties of life. There are very few callings or occupations which a man or a woman with sight has followed successfully which the same man or woman without sight could not follow with equal success.

"Vidal, the French sculptor, who died in Paris last summer, lost his sight shortly after he had completed the study of his art; and yet he continued to follow his profession for the remainder of his life. Instances are on record of professional and business men, farmers and mechanics, housekeepers and salesmen and women, having continued to follow their customary pursuits in life after they have been deprived of sight.

"For this class of our blind we are doing all that lies in our power; but we feel that this particular branch of our work should be taken up and carried forward by a home teaching association, that an experienced agent and teacher should be employed, and that a systematic effort should be made to brighten the lives and lighten the burdens of those who, being overwhelmed by the loss of sight, are powerless to help themselves."

A home teaching society has just been organized in Halifax, and an effort is now being made to raise funds to carry on the work successfully. For this purpose a carnival, consisting of one hundred dolls, has been arranged, the dolls being dressed in national costumes and in scenes from "Mother Goose." This carnival will be exhibited in thirty-two cities and towns in Nova Scotia and New Brunswick and Prince Edward Island. In each of these places a local committee of ladies is preparing a bazaar to be held in conjunction with the show of dolls, the carnival

being forwarded from place to place in charge of a special agent.

Some of the other features of this novel series of entertainments are a local doll show by the girls in each place, with voting for the prettiest, the ugliest, and the most sensibly dressed. A walking doll, a dolls' orchestra, etc., are among other attractions.

In addition to these bazaars we are arranging one hundred purely local entertainments in smaller communities. These have taken varied forms. Some are to be socials, others bazaars, tea-meetings, pink teas, rainbow fairs, or concerts.

The general interest that is being taken in this effort to help the shut-in blind may be gathered from the following extract from a late Halifax paper: —

"I am delighted to find what an interest people are beginning to take in the very excellent scheme which Mr. C. F. Fraser, the principal of the School for the Blind, has now in hand. It cannot be child's play at all for the organizers of the colossal undertaking which the dolls' exhibition, carnival, and bazaar really amount to; and I am sure the public will be as interested in hearing the details of their work as I was.

"The series of entertainments is to begin here with an exhibition and bazaar of dressed dolls, dolls' clothes, and toys. All the children of the town are to be invited to exhibit, and dollies are to be marked with their given names and that of their owners. Ballots, too, will be held for the prettiest, the ugliest, and the most sensibly dressed dolls in the show, which adds greatly to the interest of the various exhibitions, though one cannot help thinking that the child whose doll is voted the ugliest will be apt to dissolve in tears when she hears the verdict. However, I have heard of all sorts of delightfully dressed dolls which are to be sent in. Curly Locks sewing her fine white seam, Red Riding Hood and the wolf, French *pierrots*, Turkish ladies, Neapolitan peasants, sailor boys, and many other well-known characters are to make their appearance in doll world.

"It is pleasant to know that all classes are taking an interest in the undertaking. Indeed, people cannot well help it; for the object is such a good one. It is a pitiful thing to remember the very many blind persons who exist in the Provinces in a weary, idle monotony and darkness, almost impossible for those whose sight is normal to realize. This is especially applicable to such persons as have lost their sight when too old to take advantage of regular school training, and it is to provide home teaching for them that the doll show and bazaars are undertaken."

C. F. FRASER.

BERLIN AS A CENTRE OF MUSICAL CULTURE.

To the Editor of the Mentor:

As the close of the musical season approaches, a few observations on musical life in this great capital may be of interest to your readers.

Berlin has of late years made rapid strides forward, and now from every point of view holds out the highest advantages to the earnest student of music. It is the home of the distinguished living composers, Moritz Moskowski, Max Bruch, Gernsheim, and Bargeil, of the well-known pianists, Barth, Raif, and Dryschoek, and of the celebrated teachers, Erlich, Rudorf, Raif, Kullak, Loeschorn, Klindworth, Scharwenka, and many others. There are also a score of conservatories, attended by thousands of students gathered here from all parts of the world.

Berlin has two orchestras which rank with the best in the world, that of the Royal Opera House and of the Philharmonic. The Royal Opera House, possessing the largest stage in Europe, has a magnificent staff of permanent singers, and gives continually performances of the highest order, avoiding almost entirely the "star system," and filling each rôle with competent and finished artists.

The Philharmonic Orchestra gives three popular con-

certs each week, at extremely low prices, and fortnightly an extra, or artists', concert, under the leadership of some distinguished conductor (often, in the past, Von Bülow), when one of the great artists of the day performs. During the last two winters Rubinstein, Gregorowitz, Joachim, D'Albert, Carēno, Slivinski, Kleeberg, Gerardy, Rosenthal, Sarasati, Sembric, and Postnanshi have taken part.

In addition to the Philharmonic, Berlin has also two other leading concert halls, the Sing Academy and the Beckstein Saal, which are occupied almost every evening by artists.

A few words of special mention are due to Professor Heinrich Erlich, one of the veteran pianists and teachers of Germany, whose name was mentioned above, and who has brought out not a few of the virtuosi of the day, among whom are Dryschoek, Bischoff, Musbach, and others who have given performances here this winter. Professor Erlich's "Black Key Studies" (*Fingerübungen auf den schwarzen Tasten*) are considered valuable technical exercises for developing security and strength of touch. As the black keys afford so much smaller striking space than the white, the finger is necessarily obliged to strike upon one particular point, and consequently gains strength and security of stroke. Piano students without the use of sight would find these studies of inestimable value.

We cannot close a letter on music in Berlin without a passing homage to Joseph Joachim, now in his seventieth year, who still retains his position as king of living violinists. In addition to his still frequent appearances as a soloist, the concerts by his string quartette are justly regarded as the ideal music of its kind, and must be heard to be even imagined.

FRANK R. MCLEAN.

Berlin, March 9, 1893.

AT HOME AND ABROAD.

CALIFORNIA.

BERKELEY.— The California Institution for the Deaf and the Blind, in its biennial report for the period ending June 30, 1892, mentions a total number of 223 who have been under instruction during that time, with 200 then present, about three-fourths of whom were deaf, and the remainder blind. During the past two years the chief advance in the blind department is ascribed by Superintendent Wilkinson to the fine organ given by Messrs. Wright & Sanders, of San Francisco, and to the introduction of typewriters. Concerning the latter he says, "Four years ago the legislature appropriated $500 for the purchase of typewriters, and I doubt if the same amount of money has ever effected larger results in an educational way than this small sum." By its use pupils may become competent for positions where literary work is required, such as correspondents, amanuenses, editorial writers, private secretaries, and, with the aid of the phonograph, do much of the work ordinarily done by stenographic reporters. Superintendent Wilkinson adds, "All my letters, reports, and official papers are dictated to young ladies who cannot see a ray of light, but whose nimble fingers transfer my words to a printed page twice as fast as I could write them with a pen. I cannot write, with ease, more than twenty-five words a minute; but either one of my blind secretaries can take from fifty to sixty words a minute, and has been driven to seventy-five, not so fast as experts write, but as fast as most men care to dictate."

An additional home for boys is needed at an estimated cost of $52,000; also, a hospital for the sick, an electric light plant, and an abundant supply of pure water. In the immediate future 20,000 gallons will be needed daily. The hope has been to secure it on their own premises; and something has been accomplished in that direction by tunnels in the hills, which have increased the supply a few thousand gallons. The present plans are for driving other tunnels or boring an artesian well, and it is thought needful to set apart $15,000 for water improvements.

CANADA.

BRANTFORD.— The last report of the Ontario Institution for the Blind possesses this year an added interest from the personal acquaintance with its beautiful location and the privilege of meeting its esteemed principal and officers, enjoyed by the visitors at the convention last summer.

The number of pupils at the close of the year, Sept. 30, 1892, was 131, six more than at the corresponding period of the preceding year. Mr. B. G. Connolly, of the literary staff, has resigned his situation, to enter upon a course of medical study, and is succeeded by Mr. Patrick Fadden. Miss Emma Johnson, kindergartner, has also retired from her work; and her position has been filled by the appointment of Mrs. L. F. Murray.

The new gymnasium, which has been completed and equipped with the necessary appliances, is a source of much satisfaction, and has become a regular part of the methods of training. The detailed reports of the examiners show a commendable degree of proficiency throughout the school, and marked excellence in some classes. They remarked the absence of the high school classes engaged in the studies of Latin, French, and German, algebra and Euclid. Concerning the higher branches Principal Dymond says:

"Nine out of ten of our pupils have, as soon as they are able, to face the realities of life, and most are honorably ambitious of contributing as early as possible to their own support. They cannot afford time for accomplishments that will not help them to earn a livelihood; and the literary is the branch in which the fewest immediately practical outlets for the blind are to be found, so that, when a good plain school education has been obtained, the pupil naturally desires to throw all his other energies into music studies or industrial work."

The tuning class numbers 21, of whom 16 are under the direct instruction of Mr. Raymond, and 5 receive preliminary lessons from senior pupils.

The willow work, under charge of Mr. Thomas Truss, has made steady progress; and about one hundred articles have been prepared for exhibit at the Columbian Exposition. The pupils' work at their homes, during vacation, amounted to $151.50.

FLORIDA.

The *Institute Herald* of March 21 contains a statement, by Principal Caldwell, of the condition and needs of the Florida

Blind and Deaf Mute Institute, and an appeal to the legislature to provide additional room. The number of blind in the state is insufficient, it is thought, to justify the expense of establishing separate schools for the two classes; but Mr. Caldwell has so far overcome the reluctance of parents to sending their children to school that the number of pupils — especially of the deaf — has increased until the limit of accommodation has been reached; and the arrangement of the buildings is such as to make the necessary supervision an exceedingly difficult and almost impossible matter. Fifty deaf pupils and nine blind are reported on the rolls. A new and entirely separate building is therefore needed; and this will necessitate the purchase of more land, the present lot containing only three acres, which are occupied by the main building, used by the white pupils, and containing, also, the principal's and officers' rooms, a second building for the colored pupils, a shop and laundry, and a stable.

FRANCE.

PARIS.— During Lent the choir of the Institution Nationale des Jeunes Aveugles sang, every Sunday, at the church of St. François Xavier.

GERMANY.

BERLIN, Feb. 15.— Last week a noteworthy promotion took place at the University. Dr. Max Meyer was born in Berlin in 1865, congenitally blind; and, having received his early lessons from a blind teacher, he entered the Sophia Polytechnic School. As best scholar, he was repeatedly promoted; and his examinations, at which he was released from written tests, were passed with honor. Thereafter he spent several years at the Berlin University, studying mathematics, physics, and philosophy. His indefatigable industry and rare energy enabled him, after completing his studies, to write a dissertation upon the differential calculus, which, as one of the opponents, Dr. Schlessinger remarked, forms a valuable addition to mathematical science. The dean of the faculty of philosophy congratulated the young doctor upon his having attained the honors of this Academy, through so great difficulties.— *Der Blindenfreund.*

VIENNA.— In the course of the present year a great work will be published in point print, of which it may be assumed that it will meet a need of the blind. It is a foreign dictionary, which will contain, in round numbers, 10,000 words, which will be clearly

translated into German. The work will probably consist of four large volumes. The price of the entire work will be reduced so that institutions of limited means can possess and use it among their pupils. . . . The first volume, which is in press, contains the words beginning with the letters A–C, and will consist of about 226 pages. The price is 1 florin, 60 kreuzer, unbound; 2 florin, bound.— A. MELL, *in Der Blindenfreund.*

INDIANA.

INDIANA INSTITUTE FOR THE BLIND.— John F. Hennessy, of Indianapolis, and Isaac R. Strouse, of Rockville, have been appointed trustees of the Institute to take the place of members whose terms expired. The appointing power, hitherto exercised by the legislature, has been reinvested in the governor. The usual appropriations were granted.

During the session of the legislature a musical and literary entertainment was given in the chapel to the members and their friends. It was largely attended, and much appreciated. A song service was given in Plymouth Church the last of February. Superintendent Griffith gave a talk on Helen Keller.

Albert Swindler, one of last year's graduates, has perfected plans for a typewriter, which will write both the New York and Braille point systems. He has been working out his ideas for nearly two years; and recently he came to Indianapolis with a model which he had constructed, showing the principles of the instrument, and submitted it to several expert mechanics, all of whom pronounced the machine entirely feasible. A perfected model will soon be made. Albert is totally blind, and deserves credit for his achievement.

The enrolment for the session is now 150, the largest in our history.

E. F. GRIFFITH, *Superintendent.*

KANSAS.

THE KANSAS INSTITUTION FOR THE EDUCATION OF THE BLIND, in its eighth biennial report, covering the period ending June 30, 1892, presents a record of numerous and important changes. On the 1st of January, 1892, Colonel Allen Buckner and wife, who had filled the offices of superintendent and matron for the preceding two and a half years, left the school; and the entire corps of literary teachers resigned their positions. Mr.

Lapier Williams was appointed to succeed Colonel Buckner. Miss Laura A. Gregg, one of the new teachers selected, was compelled to resign about three months afterward on account of illness; and Dr. J. W. Hoyt, the attending physician, after an illness of a few weeks, died Feb. 17, 1892.

The average number of pupils for the last biennial period was eighty-two. The literary work covers ten years, and is divided into primary, intermediate, grammar, and high-school grades. Music instruction includes the piano, violin, 'cello, vocal music, harmony, and thorough-bass. Jan. 1, 1892, but one trade — that of broom-making — was taught. Hammock and horse-net weaving have since been introduced. A broom shop is also in operation, and it is proposed to add cane-seating and mattress-making. Superintendent Williams also believes that pianoforte tuning should be taught. The girls have done nothing in an industrial way; but during the coming year plain sewing, darning, crocheting, and bead-work will be introduced. The institution lacks a gymnasium, which Superintendent Williams considers a real need.

From the report of the trustees we quote the following: —

"The Board is thoroughly impressed with the idea that industrial training for the blind is of prime importance; for, with a literary education alone, the graduate is thrown upon the world with an intelligence that is unavailing in the common pursuits of life: while with an industrial training he can earn a livelihood, and, instead of being an incubus to his friends and a burden to the state, become an independent, self-sustaining, happy citizen."

MASSACHUSETTS.

PERKINS INSTITUTION FOR THE BLIND.— The kindergarten of this school is located in Jamaica Plain, about four miles distant from the parent institution. Its first building, for about thirty children, was opened in May, 1887. It was soon more than filled, and other little ones were waiting to enter. So another and similar edifice was built; and, for the accommodation of both, a gymnasium and a hall — the nucleus of a central administration building — has also been erected. The dedication of these buildings took place, in connection with the annual celebration of Froebel's birthday, Friday afternoon, April 21; and Mother Nature, whose face had been gloomy with clouds and floods of tears all the morning, put on her brightest smiles in season to welcome the visitors and make the scene more beautiful.

This added accommodation allows a separation of the sexes, and

the new building is devoted to the girls. After a half-hour spent in its inspection, the guests gathered in the hall, where the exercises were opened by the lieutenant governor, Hon. Roger Wolcott, who said that they had not only to dedicate the building, but to express its needs and the hope of its friends that the Commonwealth will not let this institution, whose fame is known throughout America and across the sea, be hampered for means to carry out its generous purposes; and no appeal could be made equal to the spectacle of these little children from whom the curtain of blindness hides a mother's face.

Rev. Charles G. Ames rose with a sense of abashment that he now stood, for the first time, among those who were watching these wonderful developments, and realized that this present group of little children and the Perkins Institution were but a part of the blind all over the country who do not know the blue sky and the green grass. We must all have a place for ourselves when we work. We make for ourselves a cell; and this kindergarten is the cell of this work for the blind.

Mrs. Julia Ward Howe, who has known the institution from its inception and whose presence was a connecting link between its modest beginning by Dr. Howe and its present broad expansion, read a poem written for the occasion, which will be printed in the June number.

The Rev. Philip S. Moxom spoke of the value of this work to others,— for every soul that is unlocked and set free through the aid of this kindergarten, other souls who help make the effort will be enriched; and he considered that this occasion is not an appeal, it is only opening the door of opportunity to those who have means to give.

The addresses were interspersed with charming songs by the little children and kindergarten work commemorative of Froebel. The familiar face of Dr. Eliot, whose illness prevented his attendance, was greatly missed. In his stead Mr. Anagnos closed the exercises with a statement of the condition and wants of this department. The number of pupils had increased from thirty-six to fifty-one, and at the beginning of next year there will be sixty-two. There is still due on the building $20,000, and it will cost $10,000 per year to carry on the new school until the endowment fund can be raised to $100,000.

The blind deaf-mutes — all of whom, however, are learning to articulate — held court, and attracted the greatest interest.

RUSSIA.

ST. PETERSBURG. — The Asylum for the Blind, founded in memory of Dr. Blessig, has published its twelfth report. Since its foundation sixty artisans have graduated, thirty of whom live in St. Petersburg: the others are scattered through the various provinces of Russia. Three times a year they send some report of themselves and what they are doing to the institution, to which they become strongly attached, often returning from afar to visit it. One of the graduates had the honor of presenting to the Empress, in Viburg, a basket which she had made, and was presented, in return, with one hundred Finnish marks, which she used for the purpose of visiting St. Petersburg to see her old friends.

All the former pupils of the institution endeavor to sell their work at the places where they reside; but, when they do not succeed in this, it is consigned to the institution to be sold, although this method often proves disadvantageous, as the freight, as well as a certain per cent. off for selling, has to be paid out of the price realized. In case a former pupil is unable to earn enough for his support, temporary aid is rendered to him, so as to encourage him in his work. Last year 37 blind persons who had left the institution required no help; 6 required modest sums of from 3 to 5 roubles; 15, from 7 to 15 roubles; and 12 received in money and materials from 30 to 100 roubles. In all, the sum of 822 roubles was expended. Pupils were paid 387 roubles for work done at the institution, and 148 roubles were expended for tools for those who left last year. At the beginning of the year the institution contained 39 blind men and women, and 2 men came daily to learn to work. They were taught to make baskets, rugs, cane seats for chairs, brushes, needle-work; and the last innovation was light carpentry. The women also made straw ribbons for trimming ladies' bonnets. They are quite fond of assisting in housework. They go out into the streets without guides, and quickly become familiar with the location. They like to read and write the Braille system, which they voluntarily learn. They are particularly fond of writing, either copying or writing from dictation whole volumes. The asylum has a small library.

WEST VIRGINIA.

THE WEST VIRGINIA SCHOOL FOR THE DEAF AND THE BLIND reports, for the biennial period which closed Sept. 30, 1892, 83 deaf and 36 blind pupils. This number, while indicating a steady

growth, is believed to be far short of what the attendance should be; and Superintendent Hill believes that some systematic and effectual means should be taken to bring under its fostering care all those who need its advantages. The report deals largely with the deaf department. Concerning the blind division Mr. Hill says that its present organization is unsatisfactory, since, with only two literary teachers, a proper classification is impossible. A seeing male teacher is needed, who could take the more advanced pupils from the other classes and form a higher grade. Models and kindergarten methods and appliances are also needed, and especially that aid in the physical development of both the deaf and the blind pupils which a suitably furnished gymnasium would afford.

The New York musical notation has recently been introduced, and it is hoped that great results will follow. Mr. Hill approves the decision of the majority of the trustees of the American Printing House to print henceforth wholly in New York point, and hopes this decision will bring all the American schools in accord in the use of the same character.

In industrial work the boys are taught broom and mattress making, and the girls learn sewing.

EDITORIAL NOTES.

THOUSAND-AND-ONE ITEMS, No. 6.— The experience of "the blind student of Greek" suggests the thought that a hint of what has been done in embossing Greek literature may be of value to other students. The Worcester (England) College for the Blind Sons of Gentlemen began, as early as 1871, its efforts to provide books for the study of Latin, Greek, Hebrew, and higher mathematics, and it has now some twelve standard Greek volumes embossed in Braille point; and a recent report of the college says that "a font of veritable Greek type has been set up, and books published for the blind in the same character as they would be for the sighted."

In addition to this the British and Foreign Blind Association publishes the "Greek Alphabet and Contractions," price one shilling; the "Gospel of St. John," in two volumes, 3*s.* 6*d.* each; while Matthew, Mark, and Luke, and the Epistles to the Romans and to the Corinthians are in a more or less advanced state of preparation.

* * *

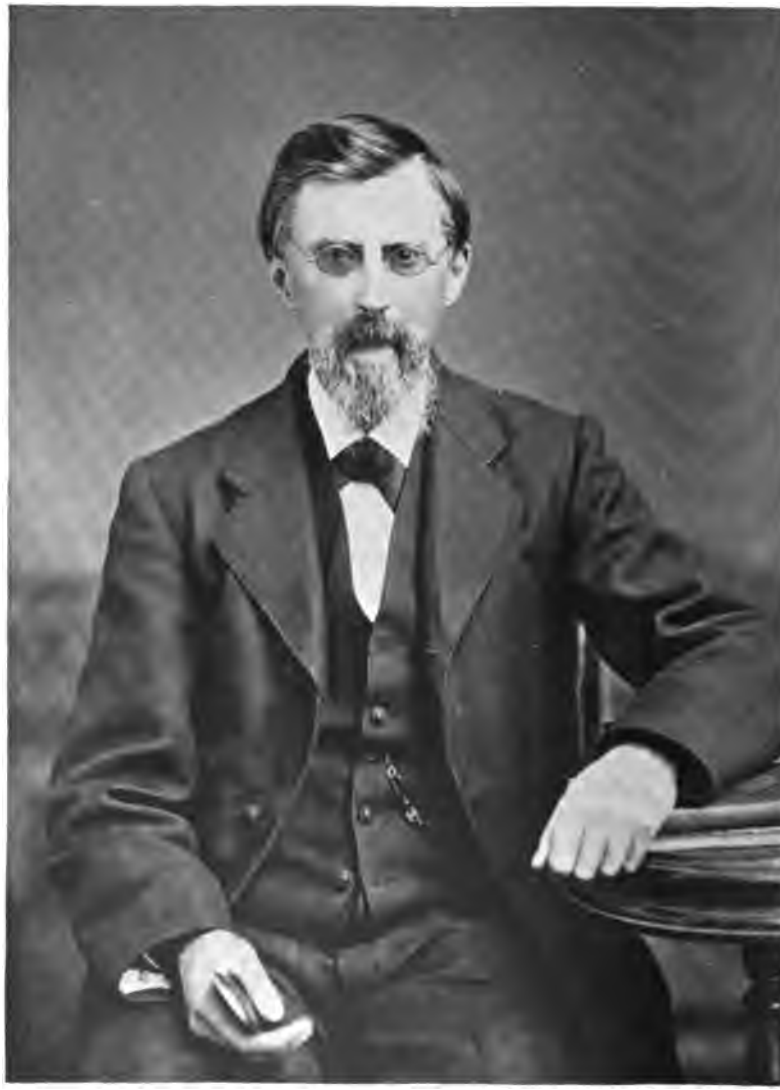
AT THE EIGHTH ANNUAL CONFERENCE of the Incorporated Society of Musicians held in London, in January, 1893, F. J. Campbell, LL.D., principal of the Royal Normal College for the Blind at Norwood, made an address upon the "Musical Education of the Blind," which is published in a little pamphlet of sixteen pages. This musical education, he claims, should be based upon a good physical training and a thorough general education and mental culture. It should be conducted under first-class teachers, and with the best possible opportunities for hearing music.

The pupils must also be taught to read and write music with facility. Thus he would have the blind thoroughly equipped to compete, as musicians, in open market with the seeing.

* * *

"HORA JUCUNDA" is the name of another monthly magazine recently started for the blind. It is edited by W. H. Illingworth, published by the Royal Blind Asylum and School, Edinburgh,

Scotland, and printed in contracted English Braille without capitals. *Hora Jucunda* is intended, as its title implies, to afford many "a pleasant hour" to its blind readers. Its short articles and selections are therefore from light literature,—prose and poetry, bits of wit and humor, music, rules for handiwork, etc. The first number was issued in January, and contains forty-six pages of reading matter. An editorial sets forth its purposes, and invites the assistance of its readers in carrying them out. Its longest article is the first chapter of a story entitled "The Cruise of the Wasp," and a short sketch entitled "Tea-tasters and their Work" is especially interesting. The price per number is one shilling; by post, 1*s.* 3*d.*



OTIS PATTEN.

THE MENTOR

VOL. III. JUNE, 1893. No. 6

IN MEMORIAM: PROFESSOR OTIS PATTEN.

THE death of Professor Otis Patten will doubtless bring a pang of sadness and regret to the hearts of all who knew him, for they must realize that by his departure the world has lost a faithful and zealous worker in the elevation of mankind and a true and noble benefactor of suffering humanity. Although his body is now resting beneath the sod, and his immortal spirit has returned to the God who gave it, his works and influence for good still live, and will continue to live for ages to come.

Otis Patten was born at Topsham, Me., in 1819, and was educated at the Perkins Institution for the Blind, under the supervision of Dr. Howe. Soon after his graduation he left Boston and went to Louisville, Ky., where, at the age of nineteen, he entered upon the work in which he labored with untiring zeal and energy throughout the remainder of his life. Here his first effort to promote the cause of education was as an assistant in a school for the mental and moral training of boys, where he labored successfully for some time.

While engaged in this work his heart went out in sympathy toward those who, like himself, were deprived of vision; and it was chiefly by his earnest efforts that the Kentucky Legislature was induced to establish the State Institution for the Blind located at Louisville. In this school Professor Patten served for a number of years as a faithful and efficient teacher. While thus employed he formed the acquaintance of and married Miss Susan McMellon, daughter of Mr. George McMellon, who was at that time Superintendent of the Ohio Institution for the Blind.

Aside from his labors in the educational institutions of Louisville, Mr. Patten was an earnest worker in the cause of Christianity, and did all in his power to promote works of charity. He was one of the four who originated and established the Orphans' Home of that city.

While devoting his time and energies to further the progress of these good works already begun, he was warmly urged by ex-Governor Flannigan and other influential persons of Arkansas to come to this state and establish a school for the blind. Accordingly, in 1859, he removed with his family to Arkadelphia, where several unsuccessful attempts to open such a school had already been made. Here he at once set earnestly to work, and, in spite of the numerous difficulties and hardships with which he had to contend, at length succeeded in establishing a school, which was at first, of necessity, very small, being kept up by charitable donations from the good citizens of that enterprising little town. The country then being a comparatively new one and but very thinly settled, Professor Patten often rode hundreds of miles through wild, unsettled regions in search of pupils, and brought them in by means of private conveyance; and in some cases he has brought children behind him on horseback a distance of many miles in order that they might receive the benefits of the school.

Notwithstanding the many adverse circumstances with which it was surrounded, the school, under his able management, assisted by his faithful and devoted wife, grew and prospered until about the middle of the Civil War, when it was disbanded. The pupils were sent to their homes; and Mr. Patten, with his family, went to Indiana, where he remained until after peace was made, again laboring in the cause of Christian charity.

In 1866 he returned to Arkansas and reorganized the school in the interests of which he had already expended so much time and labor; and three years later, in 1869, he prevailed upon the Legislature to make an appropriation for its support. In the fall of the same year the school

was removed to the city of Little Rock, and the grounds were purchased on which the magnificent building of the Arkansas Institution for the Blind now stands, a lasting monument to his name.

For twenty-five years Professor Otis Patten served as a faithful and efficient superintendent of this noble institution, benefiting and raising to a higher plane of life hundreds of blind persons, and enabling many to go forth and take their places in the world as useful and self-sustaining citizens who, but for him, would have spent their lives in idleness and ignorance. His record during the long term of years spent in this work is clear and spotless, unbroken by failure to perform a single duty or to do whatsoever his conscience dictated was right to be done.

With such a record, he resigned, in 1885, the position he had so long and so competently filled, and resumed his labors in the missionary field. The remainder of his life was spent in earnestly striving to help the needy, to lift up the fallen, and to relieve suffering humanity. The Old Ladies' Home, Orphans' Home, Home for Friendless Women, and the Missionary Tract Society are all results of his faithful labors in the city of Little Rock.

But God, in his providence, saw fit to remove this noble Christian worker from our midst. His health and strength had been failing; and in January he declined re-election as president of the Little Rock City Mission and Tract Society, and retired from active duties. The following month he went to visit a daughter in Albuquerque, N.M., where his death occurred, from an affection of the lungs, April 14, 1893. He has gone to that heavenly rest of which he writes in his "Ode to the Blind": —

> "Rest not on the field of battle,
> Pause not till the race is run.
> There's a glorious rest awaits you
> When the victory is won."

He has "won the victory," he has "fought a good fight, he has finished his course, he has kept the faith," and is

gone to receive the "crown of righteousness" which the Lord has promised to the faithful. His was a noble career. May many follow in his footsteps, and live for others, believing, as he did, that —

> "Life is not for self alone.
> He who lightens ills o' another's
> Gathers strength to bear his own."

LURA ROWLAND.

School for the Blind, Little Rock, Ark.

NOTES OF A JOURNEY.

III.

VII. COPENHAGEN.— The Danish Royal Blind Institution is situated in the northern part of the city in a beautiful neighborhood. The building is delightfully roomy throughout. There are now ninety-six pupils,— fifty-three males, forty-three females,— who are taught in a primary class, four school classes, and an advanced grade. The staff of instructors consists of the director, four male and two female teachers, a gymnastic teacher, four music teachers, four work masters and two mistresses. In the primary class great stress is placed upon the Froebel exercises, in school modelling receives marked attention; and the result is skilfulness in both departments. The Braille point and the Guldberg systems of writing are used, the latter resembling the Hebold writing practiced in northern Germany. Physical exercise is a conspicuous feature. The pupils receive eighteen gymnastic lessons per week, and are also taught to swim. The girls have special suits for gymnastics, and they dance finely.

The writing of music plays an important part in the

instruction. The pupils read and write the musical notation, and use it with great freedom. The pieces given were very well performed.

The industries consist of basket work, rope-making, brush-making, shoemaking,—and the occupations of women, — hand and machine sewing, knitting, and crocheting. As formerly in Hanover, and two years ago in Naples, so here in Copenhagen, I was again impressed with the unsuitability of shoemaking. I believe that the blind can never be fully independent with this trade. The director very kindly showed me the establishment in all its departments, revealing a pleasant picture of the dominant spirit of industry prevailing there.

In Copenhagen there are two of the series of establishments founded by the society for the welfare of the blind, a primary school which has ten pupils, from five to nine years old, and an asylum for blind women in which are thirty-six wards. The primary school, lacking proper vigor in its teaching, appears like a children's home. The inmates of the asylum are wholly provided for, and spend their time in simple handiwork. It does not at all resemble the German "Homes for the Blind," in which the inmates, either mainly or wholly, earn their bread by the work of their own hands. It seems more like an infirmary.

VIII. KIEL.— The Schleswig-Holstein Provincial Institution for the Blind contains about eighty-one pupils,— forty-one males, forty females,— of whom forty-three are adults. The thirty-eight children are taught in three classes. The adults are divided between the brush shop, with ten male and seventeen female apprentices; the basket shop, with nine men; and the shop for rope-making, with four men. The teaching force consists of the director, two male and two female instructors, and three teachers of handicraft. Instruction in music is given by a private teacher from the city. The total expenditures for the last year amounted to 49,728 marks 62 pfennig ; so the average cost per pupil was rated at 645 marks 83 pfennig. The cost of board was 44.76 pfennig per capita per day.

The work of this institution includes the *Fürsorge für die Entlassene* (the care of those who have left), which is in charge of the director. The capital of the *Fürsorge* amounts to 200,000 marks accumulated since 1878, partly through donations and partly through bequests and legacies. Of those who have gone out, whose number now amounts to 69, some are scattered and some live in the homes provided. Of these homes there are four; one in Apenrade and another in Kellinghusen, each for blind men; one for married people, in Eiderstede, and one for women, in Kiel. The latter is directly opposite the institution. It cost 36,000 marks, and lodged last year sixteen women, who pay from 60 to 80 marks per year for rent. They manufactured last year 11,000 marks' worth of goods, on which they earned 6,000 marks. The contribution of the *Fürsorge* in Christmas gifts, medical aid, care of the sick, and gifts of stock or rent to a few invalids or slow workers, amounts to 47 marks per capita; while the savings are from 30 to 170 marks per person.

The inmates of these homes are quite independent, being merely under the supervision of the director of the institution, and that only in so far as, in consequence of his position in the *Fürsorge* society, he is the letter of the building, which, however, implies that they shall freely recognize his paternal authority. They take charge of the preparation of breakfast and tea, of the cleaning of the house, and of hiring their washing. Dinners they can get at the home for 30 pfennig. A few take their noonday meal in the public kitchen, at the same price. For the sale of the manufactures the society has established the *Fürsorge Agency*, which also deals in goods not made by the blind, and sells at cost to the self-supporting graduates whatever they need. The wife of the teacher of basket-making carries on this business. The rent of the store and dwelling is 1,450 marks per year. The business fully pays the expenses.

This institution was founded in 1860, as a private establishment, by a blind man named Simonon, who is now

director of the institution at Namur, in Belgium. In 1876 it was accepted by the provincial government.

IX. HAMBURG.— The institution is located in the St. Georgsvorstadt. The building is pretty, but the grounds are damp. The girls occupy the first story; the boys the second. The pupils are now fifty-three in number, of whom forty-four are resident and nine come from the city to attend the school. Of the whole number twenty-four are of school age, and receive instruction from the director and a master in two classes. The school is well provided with appliances. Instruction in music is confined to the piano, violin, and singing. The occupations are brush-making, cane and rush seating, and basket-making. The subject of the care of those who leave has not yet become urgent; for, thus far, those who have left the school have been able to practice their trades in the workshop.

X. FRANKFORT-ON-THE-MAIN.— This institution was founded in 1837 by the Polytechnic Society. The building is adapted to its purposes, has plenty of room, and, in order that the blind may have freedom in exercising, its garden is near at hand. Behind the institution is a large gymnasium, which also contains sufficient room for a workshop and for the storage of stock. There are now about fifty-four pupils, seven of whom are non-resident. Musical instruction extends to the violin, 'cello, organ, and singing. Piano-tuning is the chief source of income of the pupils. It is a gratifying result of the musical training that it has given three pupils situations as organists in the churches of that city.

The trades taught include rush and cane seating, basket-making, and the handicraft of women.

On entering and leaving, the pupils require no papers, for the institution is large enough for the district of Frankfort. No *Fürsorge* society has been organized; for, up to the present time, the old pupils have been allowed to remain in the institution.

Many are the lessons which I have gathered in this journey. More than a quarter of a century have I devoted

to my vocation, the sacred cause of the blind. As I now survey the different institutions — not the German alone, for I visited the Italian schools three years ago and the Swiss last summer; the Dutch and Belgian are known to me, as well as most of the Austrian — I am astonished at the colossal stride which the affairs of the blind have taken in two decades. The world of the teacher is penetrated by a fresh inspiration. He is seized by a self-sacrificing love which is not unfruitful. The education of the blind is, indeed, unlike what it was twenty years ago. Most schools now possess countless appliances for instruction. The vast differences formerly existing in the work of isolated institutions have gradually disappeared through the influence of the congresses of instructors. The lack of books is removed, and printing has produced a splendid library of embossed literature. The blind now read, in their free time, the classics of their national authors, enjoy the stories and heroic legends of antiquity, learn from the life of Jesus, from Bible history and the prayer-book. They no longer memorize, as before; but by the reading-book, and the written and oral expression of the subjects therein presented, they reach the very heart of education. By means of the musical notation they review their studies, or pursue them independently; and a fine musical library has arisen for their benefit. All prominent institutions have introduced modelling for the cultivation of the idea of form and for developing manual dexterity. The regard for labor is more and more prevalent. The branches of industry are increased or are managed with greater zeal.

No well-ordered institution will longer forbear to care for its graduates; and so we can truly say the condition of the blind is improved.

JOSEPH RUPPERT.

Munich, August, 1892.

AFTER GRADUATION.

VI.

"Busy as usual, I see! I thought I should find you here." And the speaker pushed aside a syringa bush loaded with its fragrant blossoms, and turned down one of the garden paths.

Mabel rose from the pansy bed where she had been at work, and came forward to greet her visitor. "Mrs. Bertram, I am so glad you have come. I was just wishing you could see my garden this morning. Everything seems so fresh and beautiful."

"It is, indeed, a pretty sight," replied her friend, casting an admiring glance around; "and I was wondering, as I came in, what you would undertake next. Five years ago, when you started a vegetable garden, I confess we were all a little incredulous; but you made it a success. Then you went to raising small fruit, and that turned out equally well; and now you have started a flower garden, and bid fair to become quite a florist. I really wonder what you will have next!"

"A greenhouse, I hope," answered Mabel, adding, "You know I hire much of the work done in the garden now, the picking of the berries, etc. I always raised flowers for myself, I love them so; and it was you who first suggested my turning them to profit. After you ordered some of my flowers for your reception others wanted them; and now I have all the orders I can fill."

"Yes, I know," said Mrs. Bertram. "But you have planned and managed it all; and it does seem remarkable, though I hardly dare say so, for I know how you dislike what you term over-praise. When I first met you, all that you did seemed marvellous; but I felt it would be very

rude to treat you as a curiosity, so I often refrained from expressing the wonder I felt. Then I applied a little common sense to the matter. I closed my eyes, and found that my feelings were unchanged, and I also discovered that I could do many things which I supposed required sight; and when I took into consideration your careful training and the resources which necessity develops, I ceased to marvel at what you did."

"And that is why I have enjoyed your company so much," said Mabel. "If people would use a little common sense in these matters, we might be spared much discomfort. If there is anything which disgusts me, and at the same time makes me sick at heart, it is to be praised for some trifling performance which would scarcely be noticed in one who could see. What I ask of the world is, Do I, or do I not, do my part as well as others? And, in rendering the verdict, I want my blindness to be ignored, as that is something with which I only have to deal, and it must not make my work appear either more or less than it really is. But until people cease to regard us as curiosities and recognize us as co-laborers, striving for the same ends, it will be hard to obtain justice at their hands."

"I agree with you perfectly," replied her friend; "but what I admire in you I should admire in any girl of my acquaintance. It is your courage, your perseverance, and the ability you have displayed in accomplishing so much. Now, for two years you have had the care of a home, and have done much of the work yourself; and I know of no house which is kept in better order, and no table which is better supplied with well-cooked food, than yours. Yet, with all these duties, you still find time to read and go into society. I hear so many complimentary things said of you. Your manners are perfect, your conversation is charming; and George says he doesn't wonder that Rob Forrester is proud of his sister. He thinks he has good reason to be."

"Thank you, Mrs. Bertram," said Mabel. "You know I appreciate a word of praise from you, or," she added,

flushing slightly, "from Mr. Bertram. But as to these other friends, they never would have thought I amounted to anything if it hadn't been for you."

"But I am sure I did very little," said Mrs. Bertram. "I only gave you a chance to improve and to show society that you were our equal."

"And I think that is the secret of all true help,— to give people an opportunity to help themselves," answered Mabel softly.

They had left the garden now, and, arm in arm, were walking toward the house. The June sun was climbing toward the zenith; white fleecy clouds floated here and there in the clear blue sky, like great white swans on the bosom of a placid lake. The air was beginning to lose the dewy freshness of the morning.

Suddenly Mabel's companion exclaimed, "There's a carriage driving into your front gate with a lady in it. You are going to have company, and I must hurry home." Mrs. Bertram disappeared through the side gate, while Mabel went on into the house wondering who her visitor could be. Five minutes later she was clasped in the arms of her dear old teacher.

"O Miss Lane, why did you not tell me you were coming?" she cried, when she had recovered from her surprise sufficiently to speak.

"Because, my dear," answered Miss Lane, "I did not know it myself until two days ago; and then I thought I would surprise you. You know I have always wanted to visit you, especially since you became the mistress of your home."

"And I am so glad you have come," said Mabel. "Now, come upstairs and lay off your things; and, Lizzie, bring Miss Lane some fresh water. She has had a long, dusty ride. Now," she said, as they returned to the parlor, "you must lie down here on the sofa while I see about the dinner. It is nearly noon. Father will be in soon, and how glad he will be to see you!"

With pleasure Miss Lane watched Mabel as she went

about her work. Lizzie flew about at her bidding, and they seemed very happy together. Miss Lane did not need sight to know that the house was in perfect order, that cleanliness prevailed everywhere, that the cloth upon the dinner table was spotless, the bread sweet and light, the vegetables well cooked, the pie and pudding excellent. All this and much more she observed with secret satisfaction.

"Your sister is a fine housekeeper," Miss Lane said to Lizzie as they left the dinner table and came out upon the veranda.

"Of course she is," answered Lizzie, in sisterly pride. "If I can do as well some day, I shall be satisfied."

"I don't know what we should have done without Mabel," said Mr. Forrester, who had followed them out. "When she left school I was badly in debt. Her garden has brought in considerable income. With it she has clothed herself and Lizzie, remodelled and refurnished parts of the house, and loaned her brother money to help him through college, and thus enabled me to lift the debt. I tell you this," he added, "because I am proud of what my daughter has done."

"You must hear some of Aunt Sue's letters," said Mabel, who had joined them, and evidently wished to turn the talk from herself. "She has enjoyed the past two years very much. Aunt Lucy is much better, and they will be home on a visit this summer. But uncle has decided to move to California, and they want Aunt Sue to remain with them."

"And the boys,— shall I see them?" asked Miss Lane, who felt a personal interest in each member of Mabel's family.

"Yes, if you remain long enough; and you must," answered Mr. Forrester. "Harry is working at his trade now, and doing well. He will be home Saturday evening to spend the Sabbath. Robert will be home from college next week. He has one more year to complete his law studies. Then he and young Mr. Bertram expect to form

a partnership, and practice their profession here in our own city."

"And I suppose this little girl will soon be finding her vocation." And Miss Lane fondly stroked Lizzie's curls.

"Oh, I am going to the city high school next winter," was the young girl's prompt reply. "I have not been at school much the last two years; but Mabel has taught me at home, and she says I am quite ready for the high school. She wants me to become a teacher."

Late that night the two friends sat by the open window in Mabel's room. There was so much to be said, so many questions to be asked and answered. The moon came up over the trees and flooded the orchard with soft, mellow light. The leaves swayed gently to and fro in the night wind. The roses just outside the window leaned down and breathed a rich perfume into the room.

There was a pause in the conversation. Mabel was thinking of a June night six years ago, when a girl to whom the fragrance of the roses had brought memories of her graduation night had sat by that same window in the cloud of her first disappointment. She had not forgotten her school life, nor the home-coming with which her new life began; but they both seemed far away. The girl had developed into a woman, and life seemed so different.

"I think you have accomplished a great deal," said Miss Lane, "and I agree with your father that we should all be proud of you."

"I fear you overrate what I have done," answered Mabel. "I have just stayed at home and done what I could. It doesn't sound like much, and I dare say some of my companions at school have been disappointed in me."

"I do not doubt it," replied her companion, "but that is because our ideas of success are narrow. The girl who goes out into the world and earns her living, who perchance wins fame and distinction for herself, we count a success. And so she is, and she deserves our praise. But the girl who remains at home, who finds her place and her work there, who masters her surroundings, improves

herself, and exerts an influence for good in her world, however small it may be,— such a life, I think, should be called no less successful."

"I am glad to hear you say that," said Mabel. "I care a great deal for the approval of my friends; but it really matters very little to me whether the rest of the world regards my life as successful or not. I know that I am of use where I am, and usefulness brings happiness."

A. M. H.

Des Moines, Ia.

FEED MY LAMBS.

[Written for the dedication of the second building of the kindergarten of the Perkins Institution, April 21, 1893.]

There is a kingdom of the mind
  More regal than the realm of sight,
Richer than gold and gems combined,
  Man's true inheritance and right.

Dark ignorance doth wall it round,
  And watchful guardians keep the key
By which the entrance may be found
  To that domain of majesty.

There dwell great sages of the past,
  The leaders and the saints of old,
Souls in such noble features cast
  As have succeeding time controlled.

These little ones, whose darkened eyes
  Afford no lesson of the day,
Stand waiting in a mute surprise,
  Till we shall ope to them the way.

Say, shall they live and only hear
  Of joys which never can be theirs,
Like sheep who know the pasture near
  Their sorrowing hunger never shares?

Our eyes are flooded with the light,
  And varying charm of form and hue.

Oh! give to them the inner sight
That brings the heavenly truth in view.

Our feet are free to come and go,
But theirs are chained with doubt and fear;
Then should our love console them so
That they shall rest on comfort near.

When man's Redeemer heavenward sped,
He uttered a command of might:
"Feed ye my sheep, my lambs!" he said,
And softly vanished from man's sight.

So, pausing for a fitting word
These happy portals to unlock,
From distant Palestine I heard
The gracious message, "Feed my flock!"

Sure, when shall come the solemn hour
That links us with Death's shadowy sleep,
This thought shall have uplifting power:
O Master! we have fed thy sheep.

JULIA WARD HOWE.

A VISIT TO THE DUNDEE INSTITUTION FOR THE BLIND.

[*From the Dundee (Scotland) Courier.*]

THE boarding-house, which for eight years has been a boon to the blind, is situated just behind the institution. It is a good-sized house in charge of a matron, and has accommodation for about two dozen blind. At present fourteen children, eight men, and one woman are inmates. There are four dormitories, all of them large and airy, with the neat little beds in rows with their bright red coverlets. At one side of the entrance is the large dining-room, with long wooden tables. A piano is against one side of the wall, a rocking-horse is in one of the sunny windows; and in a corner is a 'cello wrapped in green baize. The blind love music, and the matron declares that

her household spend their evenings in musical performances. The children's playroom is large, and has a good many toys in a glass-fronted cupboard. In one corner is a piano, on a shelf are several violins, and at the top of the room is a splendid rocking-horse — a very great favorite, it seems. Upstairs, in addition to the dormitories, there is a comfortable single bedroom, where any one who chances to be ill is isolated. It is pleasing to record that the bedroom is at present empty. The girls belonging to the boarding-house wear school dresses all of the same pattern; and they have recently got large, comfortable brown ulsters of a uniform style.

Within the Institution itself the sight, of a forenoon, is a pleasant one. The blind folk are all as busy as bees. They work very deftly; and as the materials with which they are employed are all of a clean nature, there is neither dirt nor smell to make their workrooms unsightly. Going from the shop, that fills one side of the front of the Institution, through a storeroom well stocked with the produce of the inmates, the mat-makers' room is reached. The cocoanut mats are made in adjustable frames, so that they can easily be turned out any desired size.

Now, proceeding up a narrow stair, we come to the brush-makers' department. A young man who was nearly blind was guide. When half-way upstairs he met a comrade on his way down, and at once uttered a prolonged and rather musical whistle, which was speedily replied to by the other. This is, it seems, a sort of danger signal. The brush-making is very neat and ingenious. Women and men work together here at benches, and at the other end of the room mattresses are made up. Clean, bright covers are stuffed afresh with material which has been cleaned and picked. In the next room are girls occupied in making the bed-ticks. Ladies often spend an hour or so in reading to these workers, and the reading is very much enjoyed.

Downstairs we go now, and out into the yard, where piles of wood, old railway sleepers, all sorts of old pieces

of wood form a goodly pile. In tanks are canes and willow wands soaking in water. These are to be used by the basket-makers. The canes require about two days' soaking. The willows are pliable enough in about a couple of hours. The men sit in rows on the floor among the sweet-smelling wands. They are plaiting very varied baskets. There are herring-creels, baskets for potato-gatherers, bakers' baskets, dress baskets, and neat factory baskets. These are made of cane, because they get hard usage and have to last well. Here in a corner one man is beginning a large brown chair, and up in a corner a comrade is just starting what he calls a basket for "taties." All around are neat specimens, which they say they hope to see soon getting soiled. A blind person uses the word to see very often, and thereby, no doubt, means in the mental eye. "The hand is of no use without the brain," said one cheerful worker the other day. Their brains must work more and faster than those of most people when so much is demanded of them. The busy brains may account for the bright look of intelligence on so many of the faces. One woman busily engaged in brush-making is deaf and dumb as well as blind. The shop next the basket-makers' is occupied by straw mattress-makers. One man sews the ticks into wooden frames, a second fills them with straw, beating it in well with a wooden mallet, and a third does the sewing. He wears no thimble, but uses a very long needle with a point on each end. There are far more stitches in a straw mattress than those holding on the disks of leather on each side, but the sewing is kept hidden, all done under the cover.

In the building opposite fire-lighters are made. One man, who, by the way, is not blind, boils the resin in a huge pot on a furnace. In the next room men make the mixture,— sawdust and resin,— and stamp it into rounds or squares in an iron machine; and then blind women wrap them in the perfectly neat packages which are so familiar. Five large rounds, or a dozen small squares, form a penny package. They are enormously used, it appears, and the

by the people, nor the true republican, who cares for the public weal. The people demand the best schools and the best teachers for their children, the wisest and kindest provision for the insane; and those who care for the public weal place these interests in the foreground; while the demagogue, with political arts, betrays the public confidence for party purposes and selfish ends.

These removals are not the first of their kind, but the remarkable ability and fitness of these gentlemen for their respective positions makes these changes a more conspicuous example of a deplorable evil which is a disgrace to our republic. Over and over again the institutions of some of our western states have been made the prey of the political vulture; changes in some cases occurring so frequently that the passing superintendents leave scarcely a ripple on the sea of institution life. If their loss is not felt, what has the institution gained by their presence? It has given them a year or two of training for a special work. They have drawn their salaries and gone, to leave the place for a new appointee whose political faith coincides with that of the new governor. With the new incumbent is introduced, perhaps, a new corps of officers and teachers. Unacquainted with the pupils, unfamiliar with the needs of such a school or the means for fulfilling them, they struggle on until they have just attained sufficient knowledge to begin effective work when the political wheel, having made another revolution, throws them out of service.

When the State decides that fitness for a position shall not decide the question of appointment or removal, it offers a strong temptation to debase a noble office to a mere sinecure, if not to meaner ends. What man of worthy motives is willing to spend his best endeavors in view of the probability that, however valuable his efforts, he will speedily be deposed, and his labors made abortive, by a change of programme and policy? If chance sometimes throws the right man into office, his best ambitions require time for their accomplishment; and his ardor is cooled by

his insecurity of tenure. If he succeeds an incompetent or indifferent officer, his desire to correct mistakes and abuses is clogged with this uncertainty. If he is called to displace a competent and successful man, his own manliness and sense of justice revolt at the indignity, in the accomplishment of which he is invited to become an instrument. His acceptance or rejection of such an appointment becomes a test of the real nobility of his character.

Our cities and towns make competency the test for the teachers of the public schools; and the success or failure of a political party no more robs a school of its teachers or superintendent than it robs a child of his parents. And our institutions for the blind, and those for the deaf, are schools,— boarding-schools, because it is cheaper for the State to congregate the somewhat small number of pupils in one or two establishments than to furnish capable teachers and proper appliances in every town where a blind or deaf youth resides. Having thus, for economical reasons, taken them from their homes, shall it be less tender of these more helpless children, less careful for their interests, than the towns for the children of their day schools?

The welfare of the blind and the deaf, the true interests of those who may be called to labor in their behalf, the honor of the state and of the country demand that these schools be protected from the political vulture.

M. W. S.

A BLIND CRYSTAL-CUTTER.

[*Translated from Le Valentin Haüy.*]

If we understand how a person without sight can, with care and attention, make a brush or a broom, reseat a chair, make twine, etc., it is not so easy to explain how he can practice the difficult and delicate trade of crystal-cutter; difficult because it demands a thorough knowledge of ornamental and artistic design, preparatory to the creation of

ever new forms according to the fashion or caprice of the day; delicate because the material used is expensive and fragile, and a moment's awkwardness or forgetfulness is sufficient to ruin a piece which has required long hours of labor.

It may be of interest to the readers of the *Valentin Haüy* to go with me to the workshop of a blind cutter and engraver of crystals, M. de Raemaker, located at No. 34 rue de Poitou, Paris. M. de Raemaker is a Belgian, as his name indicates; but he has lived in France from his infancy, and has taken all the required steps for becoming naturalized. A few difficulties remain to be overcome, which, however, we hope will soon be removed.

On our arrival, we are received by the mistress of the house, to whom the neatness and order of the apartment is an honor. Then we make the acquaintance of M. de Raemaker, a robust man of forty-four years, with a frank and intelligent countenance, who is happy to introduce us to his shop and to explain to us his trade, little known to the uninitiated.

A word regarding his antecedents will show how he came to choose this specialty. He was not always blind. Having learned the principles of design, he entered the Turgot School, which educates excellent masters of the art. He took part in several competitive exhibits of ornamental designs, at one of which he won a medal. Just at that time he had the misfortune to lose his sight.

Far from being discouraged at this catastrophe, which seemed likely to ruin his career, de Raemaker begged his father, who had been, in Belgium, a manufacturer of cut crystals, to teach him this trade, which, until now, the young man had never tried. Once familiar with the business, he established his shop in Paris with a considerable stock which his father had left him; and for several years he has worked for a certain number of houses, buying his stock and carrying on his work from beginning to end without assistance from any one. His knowledge of design enables him to draw and to cut the patterns by which he

works. The designs being, for the most part, symmetrical, he secures the required regularity by folding a sheet of tough paper and cutting both parts together. He then pastes the pattern thus obtained upon the piece of crystal upon which he works to give it the same form.

This piece of crystal is first cut with a diamond such as the glaziers use for cutting a pane of glass, but he uses much thicker plates. The crystal is then roughly pounded at the edges, so as to bring it as much as possible to the form of the pasteboard guide. Then the piece is rough-ground, and finally polished by a series of vertical grind-stones worked by the foot of the artisan, like the wheel of the knife-grinder.

An iron wheel is used to rough-grind the piece. It is constantly moistened by a stream of water. Underneath is a trough containing sand which the workman throws upon the wheel, and which serves to polish the crystal. The pieces are afterwards worked upon sandstone wheels, then upon wooden wheels,— at first with the sand before used, and then with finer and finer emery. Touch plays an important part; and it is difficult to conceive, without having seen it, the fineness of ornaments which can be produced with so coarse a tool as the cutter's wheel. These grind-stones, of all sizes and all grades, constitute an important outfit. We see, also, in the shop a machine for piercing holes in crystals. M. de Raemaker seems to excel in this difficult work.

Crystals cut by the method of which I have just given an idea are used for the decoration of mirrors, for small bronzes, and in morocco work. Opportunities to practice this industry are not lacking, and we are gratified to learn that M. de Raemaker has as much as he can do. He works nine hours per day, and his daily earnings average six francs. Six francs! This sum calls forth an envious sigh from our friends of the workshops for the blind. M. de Raemaker believes that the blind can learn this remunerative occupation. He told me that he would undertake to train some apprentices who seem adapted to this business.

We transmit this proposition, which seems to us worthy of consideration, and thank the brave crystal-cutter who has given us this encouraging view of a blind man sufficient unto himself, without requiring aid from any one, loving the work by which he lives, and content with his lot.

A. GOOD, *Engineer, Director of the "Chercheur."*

WHERE THERE IS A WILL THERE IS A WAY.

THERE is, perhaps, no attribute of the human mind so potent as the will. By it mankind has arisen from a primitive state to his now exalted station. By it men of military genius have moved the world, throwing all things into dire confusion, out of which others of more harmonious character have arisen and brought order out of chaos. By it art and science have bravely asserted themselves, cultivating the taste for spiritual things. Philanthropy, too, has taken her place in the march of human progress, emulating the spirit of the Master, devising thousands of methods to help those who have fallen in the struggle for a foothold, giving encouraging words, and, still better, a helping hand, and raising and fostering institutions for the defective classes which tend toward the unification of the human family. Well may the present century be proud of the achievements resulting from this noble struggle.

When I reflect upon what has been accomplished in behalf of the blind in the last hundred years, I am filled with wonder at the utter forgetfulness of our class by the great minds of preceding centuries. Nowadays there is scarcely an unfortunate class, of whatever character, that is not receiving attention. What is the secret of this change? Is it not the outgrowth of a higher development of the power of will, the prompting of the will of God, who uses us as instruments to work out the divine will?

There is no human being who is not gifted with some degree of will power; and oftentimes, from what would seem to many a feeble beginning, it rises to a mountain of strength. With the will is also granted to man its accompanying attribute, the power of intellectual growth. Hence there is every encouragement to try what the world has in store for us. An important feature in accomplishing a good work is the way in which it is begun. If you stop to look up to tops of the apparently insurmountable heights of difficulty until you become discouraged, you will never succeed in reaching them; but unbounded patience, coupled with a good deal of fortitude and *stick-to-ativeness*, will help you on the way. Are you to be exempt from effort simply because you are blind, or deaf, or have lost a limb? A thousand times NO! On the contrary, you should exert a stronger determination, as the road for such an one is sure to be more rugged than for others. Nothing is ever accomplished by sitting down in the corner and pining away the golden moments, almost blaming the kind Providence for not giving a larger share of blessing. Think, rather, if there are not others far more unfortunate.

Am I preaching to you a sermon without experience? No! I am fighting in the same ranks with you. Darkness has been my companion for nearly thirty-eight years; and during that period I have passed through experiences some of which I might wish had been otherwise, but all leading toward results which I do not think I would change. In the spring of 1864, I left the kind walls of my beloved *alma mater* in Boston, and, when starting in life, I was forced for several years to ride, on an average, about forty-five miles per week in a lumbering old stage-coach which plied between New Haven, Conn., and two of the towns some miles distant. Much valuable time was thus spent without pecuniary profit, but the experience was worth something; and notwithstanding the remoteness of my music pupils, I found teaching a profitable occupation. With it I combined the tuning of pianos, which sometimes led me out of my usual course, but all to good profit.

When I entered the School for the Blind in Boston, I was assigned a few hours each day for learning one or more of the trades taught; and, though this was not altogether to my taste, I had no idea of objecting, and could, even then, discern the advantages that might eventually come of it. I always had a fondness for tools, and to this early training in their use I ascribe much of my success in after years. Many of our blind students have no such natural taste. In such instances they should endeavor to exert themselves in that direction, and by force of will overcome this deficiency; for, in all their future career, whether they work by these or other tools in gaining a livelihood, the knowledge gained by this training will be of inestimable value.

I have spoken largely of the power of will, but there is another subject which must equally command our attention. I refer to temperance,— temperance not only in the use of spirituous liquors, but in tobacco and in many other foolish indulgences. To that blind youth who has acquired the tobacco habit I must express my deepest sorrow for his double misfortune. Blindness is in itself difficult enough to overcome, without this foolish addition to the burden. While the use of tobacco is not usually regarded as deteriorating, socially speaking, in its effects upon the seeing, yet, where a blind person indulges in the habit, it is more noticeable, because he is too often untidy, and is generally unable to discover when he is soiled by its use. How humiliating to a blind teacher, after giving a lesson, to find that he has appeared in the presence of his pupil with soiled garments and person! If he is a tuner, he is necessarily invited to the best room in the house to tune the instrument; and if he is untidy or slovenly in his appearance or habits, he need not be surprised at his lack of success in life.

Furthermore, a blind person can hardly stir about, even in his own dooryard, without attracting more or less attention; and it behooves him to carry himself with the greatest decorum. Here, again, is an excellent opportunity to overcome, by the exercise of his will power, any tempta-

tion toward habits which will injure his personal appearance. Who can say, of those who start out in life and do not succeed, that a large per cent. of the failures are not due to useless and disagreeable habits?

I have put the matter straight before you, my readers; and I trust you will not regard me as being too severe in my judgment. I speak earnestly for your sake. Drop all disagreeable habits; exercise fully your judgment and the better powers with which God, in his wisdom, has gifted you; and, mark my word, greater success will certainly be yours.

AARON C. BLAKESLEE.

Lansing, Mich.

A MUSIC-WRITER FOR THE BLIND.

[*Translated from Der Blindenfreund.*]

A MACHINE by means of which the blind can write music in the ordinary notation has been constructed by Waldemar Schiótt, teacher in the Royal Blind Institution of Copenhagen, and the civil engineer, Carl A. Müller. The superiority of this machine over other inventions of the kind consists in the absolute certainty with which it operates. Its defect is the slowness which has hitherto been connected with its work. The writing is accomplished by means of forms [type]. These are set in two shafts, which are arched over the paper; and the writing is done by two screws, which, by a movement of the hand, are guided partly along the paper and partly up and down the lines of the staff. A blind person can always be sure of putting down the right note. On one side of the machine is a small brass diatonic scale, raised a little, against which a tongue strikes as soon as the type comes into position. The operator places the note with the right hand while, at the same time, he feels with the left on the dia-

tonic scale, to assure himself that the note is right. The machine accomplishes the rolling of the paper by a simple apparatus which is carried over the paper, and by means of which all five lines are moved at once.

Of the certainty with which this machine works the blind musician, Carl Cohn, made a good test when he operated it at the institution. He first wrote upon the paper the diatonic scale, and then drew the staff lines, which proved that every note stood exactly in place.

A little slowness attends its movements, as we have already said; but this difficulty the inventors are seeking to remove. They have already prepared a drawing of a music-writer which resembles this in its leading features, but the superiority of which will consist in its greater speed. This speed will be achieved by gathering upon one large shaft, and by an easy movement of the hand carrying into position, the numerous type which make the various musical signs, and which now, every time they are used, must be individually placed; so that the present really difficult placing and removing disappears. Moreover, the machine becomes more simple from using only one shaft. With this improvement the music-writer will attain great importance; for it solves a practical problem by enabling the blind to write music independently, in a language understood by all.

AT HOME AND ABROAD.

ALABAMA.

TALLADEGA.— "Died, May 5, 1893, our beloved principal, Dr. Jos. H. Johnson, father and founder of our institution."

Such are the tidings just received by *The Messenger* special, of May 11,— tidings which will bring sorrow to many hearts to whom Dr. Johnson has become endeared in his long service in the cause of the deaf and the blind. To his family and to the schools for the deaf and the blind *The Mentor* extends heartfelt sympathy in their bereavement.

A memorial number of *The Messenger* will be issued June 8.

CONNECTICUT.

HARTFORD.— The interests of the blind of this state are receiving careful study and the best efforts of those friends who have recently taken up their cause with an earnest enthusiasm which will not rest till it has achieved results. A bill has been introduced into the legislature, establishing a commission for educating the blind, this commission to consist of four members,— the governor of the state, the chief justice of the Supreme Court or a judge of either the Supreme or Superior Court, and a man and a woman (one of whom must be blind) appointed by the governor, to serve four years after the terms have been equalized so that a member shall retire once in two years. Any person of suitable age belonging to the state whose sight is so defective that he cannot be educated in the common schools is entitled to be educated in such way and for such time as the commissioners decide, the cost not exceeding $300 per year, with an allowance of $30 per year for clothing and travelling expenses in cases where poverty makes such provision necessary. Arrangements may be made for instruction in any suitable institution inside or outside the state. The bill gives power to the commission, when necessary, to compel the attendance of a minor child by an order of the Probate Court, giving the board "all the rights and authority of a parent over such child."

The promoters of the business establishment have been steadily at work. They hoped to open the store May 1, but some hindrances have caused a delay of two or three weeks. By the 1st of June, however, it is believed that the store project will be fairly inaugurated.

ENGLAND.

THE BRISTOL ASYLUM OR SCHOOL OF INDUSTRY FOR THE BLIND is one of the oldest institutions for the sightless, having been founded in 1793 by the kindness of two gentlemen, Messrs. Bath and Fox, members of the Society of Friends. In the century of its existence it has received 391 boys and 368 girls, a total of 759 blind persons aided toward the possible enjoyment of busy, happy lives.

On May 1 its annual meeting was held in Asylum Hall, under the presidency of the Duke of Beaufort, at which the report for the year was presented by Mr. R. Blackmore, secretary. This centennial, he said, was an event of such general interest that he hoped it would receive special and substantial recognition. As a passing and well-merited tribute to the wisdom of the founders of the institution he mentioned the fact that the occupations orig inally introduced — basket-work, needlework in its various forms, and music — are still followed, and that no better resources have been discovered for those that have an aptitude for them; but chair-caning, mat-making, and other industries have been added. On the 1st of January, 1893, 52 pupils were enrolled. Seven years is considered the necessary period of instruction to fit for future successful practice of the trades learned. Four pupils who had served the full time left last year, two of whom are following their trades with fair prospect of success, while a third, in addition to having a trade, was a good musician and pianoforte tuner, and will probably do well.

FRANCE.

PARIS.— Extensive workshops have just been erected to receive and employ the pupils of the Braille School when they have completed their studies. The inauguration was expected to take place early in May.

M. Pephau, director of the Quinze Vingts and founder of the Braille School, is about to build an isolated structure near the ophthalmic hospital of the Quinze Vingts for the treatment of purulent ophthalmia.— *Le Valentin Haüy.*

GERMANY.

FRIEDBERG.— To the esteemed director of the Blind Institution at Friedberg, Herr Schäfer, who on May 8 of this year celebrated his eightieth birthday, we bring, in the name of all our colleagues, our best wishes on this rare and beautiful festival. This venerable Nestor of the teachers of the blind, who can look back upon forty-three years of fruitful labor in this special field, this affectionate and anxious father of the blind of the Grand Duchy Hesse, this noble and inspired philanthropist — may bounteous Heaven grant that the evening of his life may be clear and bright, and that he may long be spared in full vigor to his family, to the blind, and to his friends! We hope to meet him next year at the meeting of the Congress of Teachers of the Blind, in Munich, and to renew our cordial greetings by word of mouth.— *Der Blindenfreund.*

ILLINOIS.

JACKSONVILLE.— The Illinois Institution for the Blind held its commencement exercises on Friday, April 21, and hundreds of the citizens of Jacksonville attended during the afternoon and early hours of the evening to witness the exhibit prepared for the World's Fair, as well as to listen to the exercises. The exhibit was arranged nearly as it will appear in the Illinois State building where it has been assigned a central position, occupying 25×36 feet. On a square platform in the centre of the room was an upright piano and a quartet of brass and reed instruments, which produced fine music from time to time. Broom-making, cane-seating, and Braille writing — the old-fashioned stylus and the Braille-writer working side by side — were in active operation; so, too, was the printing-press and the Hall stereotype-maker. A blind boy was rapidly preparing copper stereotypes that were passed on to the printing-press which embossed copies of the stereotyped matter; and a little way off another blind lad was setting up line type. There were specimens of diagram and typewriter work, map drawing and sloyd work, and a large glass case contained a beautiful display of the girls' industrial and kindergarten departments. One especially attractive piece was a quilt containing 3,500 small blocks in blue and white material, the work of a totally blind pupil. The work of this department is under the direction of Mrs. Hall, while Miss Reese has charge of the kindergarten department. A very beautiful diagram of the

World's Fair grounds drew much attention. The foreign buildings were put on in copper, the state buildings in brass, and the main buildings in tin foil; the lagoons were in blue relief and the ground in black. This, together with a fine raised map of the United States, was the work of Superintendent Hall.

The exercises consisted of essays, songs, piano and organ music by the members of the graduating class, and the chorus gave the Columbus Hymn written for the opening ceremonies of the Columbian Exposition by J. K. Paine. Arthur E. Ament had chosen "The Pipe Organ" as the subject of his essay, and his organ solo, the Intermezzo and Fugue from Rheinberger's Pastoral Sonata, was quoted as one of the most delightful numbers on the programme. Miss Fanny F. Penny gave a piano solo, "Kammenoi Ostrow," by Rubinstein, and read from relief manuscript her essay, "The Story of Music." Arthur Jewell, a young man with a rich baritone voice, sang two beautiful songs, "Thou art like a Flower," by Liszt, and "We meet above," by Liebe; while Frank E. Stoddard took the subject of embossed types, "Line, Point, or Braille," for his graduating essay. Superintendent Hall presented the diplomas with a beautiful and touching address, and the exercises closed with Beethoven's grand symphony, No. 8, by the orchestra.

Superintendent Hall has been called to resign his charge of this institution, and the Rev. W. F. Short has been appointed his successor.

INDIANA.

INDIANAPOLIS.— The enrollment of pupils at the Indiana Institute for the Blind last reported was 139,— a larger number than in any preceding year. This is chiefly due to the lowering of the age of admission from 8 to 6 years, and to extending the benefits of education in the industrial department to the worthy adult blind.

Superintendent Griffith speaks earnestly of the problems which confront the schools,— "What shall the blind be taught? What shall be the end of their schooling? What can they learn to do and to be for their greatest profit?" — and his reply is that, "The pupils must be taken individually; their needs, capabilities, and dispositions must be understood, and their work arranged accordingly." "Whatever may be the occupation of a blind child in future years, he should have the very best mental and moral culture we can impart. He should have the taste to enable him to be an in-

terested and intelligent participant in the social, religious, and political movements of his community. He should be able to express himself in good language, and to listen to the best discourse with understanding and profit. He should have that refinement of conduct which mental and moral culture inspire."

The event of the year was the organization of an Alumni Society. The institution extended its hospitality to its graduates for a convention of three days. Nearly one hundred accepted the invitation, and the meeting was called to order by Superintendent Griffith. A board of officers was chosen, its members at once assumed their respective positions, and the president, D. W. Funderburg, of Laketon, Ind., made the opening address. The constitution and by-laws provide as follows: —

ARTICLE I. The name of this association shall be "The Alumni of the Indiana School for the Education of the Blind."

ART. 2. The object of this association shall be to secure for this school that recognition among the educational institutions of the State to which it is justly entitled, and to promote the moral, social, intellectual, and material welfare of its members.

ART. 3. In its deliberations this association shall be governed by the rules laid down in Cushing's Manual.

ART. 4. Qualifications for membership shall be determined by the Executive Committee.

Articles 5, 6, 7, 8, 9, 10 relate to officers and their duties.

ART. 11. The officers of this association, together with the Superintendent, shall constitute the Executive Board. These officers shall hold until their successors are duly elected.

ART. 12. This association shall be convened from time to time, subject to the call of the Superintendent, Board of Trustees, and Executive Committee.

ART. 13. Amendment. Each member shall be taxed to the amount of 25 cents.

MASSACHUSETTS.

BOSTON.— The sixty-first annual report of the Perkins Institution appeared in April. Of the contents of its 267 pages there is only space for brief mention of a few features. More than one-half is devoted to the kindergarten, to the construction, growth, and enlargement of which the director has given his time, thought, and best efforts for the last decade. A second building has been erected, and a third commenced. Donations of the charitable have paid a considerable part of the cost. For the balance, for an endowment fund of $100,000, the income of which shall pay its current expenses, and for means to continue the construction

of the third building, Mr. Anagnos now begs. In May, 1892, a tea was held for its benefit, in which Helen Keller took a prominent part, its generous promoters calling it "Helen's tea." Her letters concerning it are published in connection with the kindergarten report, which also contains a very beautiful likeness of Willie Robin and a sketch of her progress and achievements. Concerning this little girl Mr. Anagnos says:—

"From a scientific and educational point of view, Willie's case is of greater importance aud more profound interest than that of any other blind and deaf child with whom I am acquainted."

The account of Tommy Stringer shows that the barrier of mental inertia is slowly but surely yielding; and the bright, winning, lazy little fellow is waking up to greater efforts with proportionate success.

No report is made of the progress of Edith Thomas.

Of that part which relates to the main school the chief feature is the eulogy called forth by the resignation of Miss M. C. Moulton, the beloved matron who, for nearly forty years, has filled that office with dignity and been a true mother to the household. The loss of her presence is deeply felt. The board of trustees, instead of accepting her resignation, have granted her leave of absence for one year, during which her place is filled by Miss Persis N. Andrews.

Mrs. Florence Howe Hall gives a notice of Miss Mary C. Paddock, for many years a valued teacher in the institution which she continued to serve, whenever opportunity offered, until the end of her life.

Dr. Henry H. Donaldson contributes an abstract of his paper recording the results of further study of the "The Brain of Laura Bridgman."

The commencement exercises will be held on the afternoon of Tuesday, June 6, in the Boston Theatre, Tremont Temple not being available as it is still undergoing repairs.

NEW YORK.

BATAVIA.— The New York State Institution for the Blind, established by act of the legislature in 1865 and opened in 1868, at the close of its twenty-fourth session, June 15, 1892, had given instruction to 763 blind persons, of whom 433 were boys. At the closing exercises there were four graduates whose future occupations were already planned as follows: Miss Waterstraat had secured a piano class in Batavia; Miss Maynard had a similar class

in Buffalo, and was also employed as an organist in one of the churches; Miss Vedder had obtained a situation as governess in Binghamton, and John Hyke was allowed a broom machine by the institution.

The district of this school comprises fifty-five counties of the State, while the remaining five, namely, New York, Kings, Queens, Suffolk, and Richmond counties, are authorized to send their pupils to the institution in New York City. The number of pupils enrolled last year was 147.

The importance of commencing the education of the blind at as early an age as that of the seeing, and of teaching them with greater care, is urged upon parents. Beginning with handling objects and listening to conversation, the blind child should learn to count, add and substract, multiply and divide small numbers; to spell and understand the meaning and use of common words; to commit to memory hymns, verses of Scripture, and short selections of prose and poetry; to gather many items of general information, and to understand the embossed letters and the elements of reading before he enters a special school. The age at which he should be sent depends much upon his home influences. If he can have the care and judicious training of mother or sister, and plenty of out-door exercise, he may remain at home till twelve years old; but, ordinarily, it is better to send him as early as nine or ten years. A good English education, sufficient instruction in music to make it a pleasure, and special advantages to those who have taste and ability to become teachers or performers, with training in broom and mattress making, chair-caning, piano-tuning, sewing, knitting, and fancy work,— these are the advantages offered to the pupils. Social and moral culture is also given. The Bible is read daily, and on Sunday, in addition to church-going, there is a regular Sabbath-school and Bible-class at the institution, an afternoon reading from some choice book, and an evening service of song.

NEW YORK CITY.— The report of the New York Institution for the year ending Sept. 30, 1892, shows a total enrollment of 227 pupils, with 207 remaining at the close of the year. Good health has prevailed, and the work of the school has gone on satisfactorily.

Mention is made of the convention at Brantford, and the decision of the American Printing House to print literature and music in New York point only. Mr. C. T. Rowe, manager of the American Bible Society, has arranged with Mr. Huntoon for the publication of the entire Bible in the New York system. The new and

smaller type now used is said to make a gain of ten per cent. over the line letter. Mr. Wait does not think that the existence of Braille writing machines is a sufficient reason for the introduction of that style of point writing, for he believes there will soon be a plentiful supply of New York point writing machines; and, even if it were impossible to construct such, the cheapness, simplicity, and portability of the tablet, and the power of the printing press, still make the machine an inadequate reason.

The anniversary exercises of the school were held on Thursday evening, May 11. Reading by touch, typewriting, arithmetic, geography, calisthenic and kindergarten exercises were interspersed with piano and organ music, songs and choruses, and closed with the chorus "Let the Hills and Vales Resound," by Brinley Richards.

PENNSYLVANIA.

PHILADELPHIA ITEMS.— The Friedlander Lyceum had its fifty-fifth anniversary April 20. The programme consisted, as usual, of recitations, music, and dialogues. "The Train to Maure" was a very funny bit of acting, especially if one knew that the old lady who amused the audience so much was a quiet and well-behaved boy in every-day life. The seniors gave, instead of a dialogue, two scenes from the "Merchant of Venice," the second being the Trial Scene. It was delightful to those concerned to see how diligently the boys studied their parts for this. They persuaded one of the older boys to read and explain the whole play to them, so that they might better enter into the spirit of it.

The Young Ladies' Chapin Society anniversary was held May 2. The principal feature of this entertainment was a burlesque entitled "The Shakespearian Water-cure." It was very well acted. The funniest thing on the programme was a dance called "Looking Backward." Those who took part wore Shaker bonnets, the hoods covering their faces, while masks covered their back hair. The result was that those looking on were puzzled to decide whether the young ladies were dancing forward, backward, or sideways.

The children's concert was given April 27. The piano solos showed long and faithful practice. The little girls sang very prettily, alone and in chorus. The programme ended with a "Kinder Symphony."

The first instalment of Braille books has come from Louisville. It is copies of the "Seven Little Sisters," by Jane Andrews. The plates were prepared in Boston.

In March, our printing-office ran off an edition of one hundred copies of the Franklin Primer and First Reader. Plates for it were embossed by hand. Since the arrival of a Hall stereotype-maker we have been embossing from ten to twenty small-size plates a day. Johonnot's "Little Friends in Feathers and Fur" is "in brass," and a small edition is being printed for immediate use. By May 20 the plates will be on their way to the American Printing House. Work is progressing rapidly on the second reader of the Davis Series, and our office furnishes leaflets daily to supply the reading classes.

For the first time we shall be able to lay before every pupil at the coming final examinations printed questions.

On the 5th of April, an exhibition day, we had our display for the World's Fair laid out for inspection in the girls' workroom. The exhibit contains one relic, a copy of the first book for the blind embossed in America,—the Gospel of St. John, printed here in 1833. Beside this we have a number of our recent productions in Braille, books written on a slate and on the Hall Braille writer, and books embossed on brass and printed in our clothes-wringer press. Twenty well-framed photographs of different departments of the school are part of our exhibit, together with a case of products and tools from the manual training class, a large exhibit of girls' handiwork, much kindergarten work, some clay modelling by a class in connection with object lessons, raised maps, two of which were made of putty by four pupils, many school appliances, some sentence diagramming on cushions with furniture tacks, and specimens of work from the workshop. The display filled ten large boxes, which were shipped April 6.

SCOTLAND.

GLASGOW.—The Glasgow Asylum for the Blind, which ranks among the most important of our industrial establishments, has been carrying on its work with great vigor during 1892, while its school has been reopened with improved methods and increased appliances, and has been receiving much care and attention from the managers. Kindergarten occupations, clay modelling, the use of tools and the turning-lathe, are excellent means of training in manual dexterity. Instruction in the use of the Singer sewing-machine has become a regular branch; and many of the girls are employed in the workshops to make mattress and cushion cases, their work being equal to that of the best seeing workers. The managers

propose to still further increase the occupations next year by introducing the knitting-machine, and also teaching piano-tuning. To make the introduction of tuning more feasible, they solicit gifts of second-hand pianos of various makes. The Yost typewriter has recently been brought into use, and promises to be a valuable addition to the equipment.

A choir composed of the workers and inmates has been formed, under the leadership of Mr. Norman Macdonald, whose services have been secured as teacher and conductor. The flute band has been reorganized, and will be glad to receive engagements for excursions, flower and cattle shows, regattas, etc.

The managers are now preparing to erect a gymnasium and provide a swimming-bath.

During the past year 215 persons have received the benefits of the Glasgow Asylum. Beside the wages actually earned by the adults, the augmentation allowed for sick, clothing, and holiday expenses averages £15 per annum to each worker.

EDITORIAL NOTES.

FOLLOWING the removal of Frank H. Hall, of Illinois, comes the news that John E. Ray, of the Colorado School for the Deaf and the Blind, has been asked to step down and out at the expiration of his term of office, August 6 next,—no charges made, no reasons given. The school is much excited, and in order to sift the matter, charges have been brought against Joseph F. Humphrey, a member of the board of trustees (who ever since his appointment four years ago has been an obstructionist in the path of Superintendent Ray), and Governor Waite has been called to sit as judge in an impeachment case. Mr. Humphrey is charged with usurping authority belonging to the superintendent, and with fomenting a conspiracy to carry out a personal spite against a faithful officer. Political feeling is stirred, and the hearing was an occasion of great excitement. If the governor decides to remove Mr. Humphrey, Superintendent Ray will doubtless remain; otherwise he will be succeeded by Dr. P. R. Gillett, of Illinois. We trust that sentiments of justice will guide the decision of Governor Waite.

* * *

THE printing-office of the Perkins Institution will shortly have ready for distribution volume I. of Landon's "Method for the Pianoforte," published by Theodore Presser, of Philadelphia. A review of this important work has been promised for an early number of *The Mentor*. Teachers and pupils alike will find much stimulus and incentive for their next year's work by studying the book during the summer vacation.

* * *

THE schools are now closing for the summer holidays; and, as teachers and pupils leave for their homes or for haunts of pleasure, they can continue to help their school, the interests of the blind, and to some extent their own future by making *The Mentor* more widely known and read. Its first mission is to the blind, and it ought to be in every household where a sightless person resides; but its mission to the seeing is no less important. Its subject, so little understood, is one which attracts the attention and appeals strongly to the sympathies; and a judicious sympathy, proceeding from better knowledge, will be helpful to giver and receiver, tending to remove that distrust which is such a hindrance to the blind in seeking occupations. For these reasons we ask you to

help to extend the circulation of *The Mentor*. How many subscribers will *you* send before the next number appears in September?

* * *

SOME of our foreign subscribers, who are attracted by the Hall Braille-writer, hesitate about purchasing because they fear it writes only the American Braille. We wish to assure them that this machine writes the *Braille characters*, which are the same, whatever meaning may be attached to them in different languages. It is, therefore, just as valuable for the Chinese, Russian, Swedish, French, German, and English, as for the American Braille.

* * *

A CHEAP method of printing from the plates of the Hall stereotype-maker is successfully used at the Philadelphia Institution, where a common clothes-wringer serves as a printing-press. A little booklet just received shows that excellent impressions are thus obtained. A stereotype-maker and a clothes-wringer constitute a very cheap outfit to enable a school to enjoy such independence and increased facilities as the printing-press secures.

* * *

AMONG the various guides for pencil writing is one devised by Miss E. Molesworth, of Devonport, England. It consists of a brass plate arranged to move upon a wooden frame, after the manner of the English Braille tablet. This plate is perforated with square holes in which the letters are made. We have received some specimens of its work done by a blind person who had never seen script. The writing (in capitals) was very clear and legible. These frames are made by J. Bruford, George Street, Plymouth, at a cost of about four shillings. We understand that the Plymouth Institution for the Blind has adopted them.

* * *

THOSE who have watched Mabel Forrester in the test of her character "After Graduation" may like to know that the incidents of the story are true, though the grouping is due to the imagination of the writer. Mabel's experience is repeated every year, in various forms, as girls go out from our schools to live among those who are incredulous of the fact that, for a large part of the daily duties of life, sight is not a necessity. Our girls have a mission to this sceptical public whom they, with womanly tact, must teach, modestly yet effectively, how far the blind can co-operate with the seeing, and become valuable coadjutors.

MEMORIAL ART PALACE, CHICAGO.

THE MENTOR

VOL. III. SEPTEMBER, 1893. No. 7

CONGRESS OF EDUCATORS OF THE BLIND, HELD AT CHICAGO, JULY, 1893.

"NOT things, but men," is the motto of the World's Congress Auxiliary of the World's Fair. In connection with this great exhibition of the products of nature and of man's skill and industry, to organize a convention of men, the leaders of thought in the various lines of progress, was a noble idea. That it has met with a less cordial response than its originators hoped is due to no lack of ability or energy on the part of the president, Hon. C. C. Bonney, and his coadjutors, who are indefatigable in their efforts to make this department of the Columbian Exposition accomplish in the world of mind what the exhibit at Jackson Park effects in the world of matter. But mankind still yields to the sway of the material rather than the mental and spiritual; and Jackson Park draws many away from the Memorial Art Palace, where the congresses convene. Nevertheless, this Auxiliary is giving an impetus to thought, and achieving results that will endure and grow in the minds of thousands, while the attractions of the White City are fading from the memories of the millions who have revelled in the beauty and profusion of its charms.

In the Congress of Educators of the Blind the small attendance of foreign representatives was much to be regretted. As the nation is greater than the individual, so the congress of nations is greater than that of any country; and the experience and riper judgment of the Old World, combined with the vigor, the wealth of resource,

and the progressive spirit of the New, should strike the key-note of a march which shall lead the blind of all lands to a higher level, to more efficient service for their fellow-men and for God.

From sickness and other causes the institutions of the United States were not, officially, as well represented as had been anticipated; yet the presence of many other friends of the cause gave the sessions a good attendance.

A tentative programme was published in the May number, and corrected notices (including all the congresses of the week) were issued a few days before the meetings. The attractions of the Exposition led to the abandonment of the informal afternoon sessions, and, together with the absence of several who were expected to take part, induced the adoption, by vote, of a prolonged meeting on Thursday, which included all that was available of the matter arranged to occupy the morning sessions of that and the following day. By these changes the work of the Congress was reduced to the addresses and papers presented, and there was no discussion of any topic presented. Rev. W. H. Milburn was the presiding officer, and B. B. Huntoon secretary.

The subjoined account of the proceedings, though not a verbatim report, embodies the substance of the papers presented.

The Congress was opened in Hall 27 of the Memorial Art Palace, on Tuesday morning, July 25, by prayer from Rev. W. H. Milburn, followed by a brief

ADDRESS OF WELCOME

by Hon. C. C. Bonney, President of the World's Congress Auxiliary.

When one looks abroad and beholds the shining stars, the flowing rivers, the lofty mountains, and all the beauties of nature, he is impressed with the value of that first high sense,— the sense of sight. Think what this world would

be without its gleaming waters, twinkling stars, lofty mountains, and green meadows! All darkness like the grave! Yet it is not through the eye alone that we receive information. Education not only gives some knowledge, but a clear idea of things which appeal to the eye, the mind, and the heart of man; and, for myself, I have to confess that I have few more convincing proofs than the presence of this Congress that it may accomplish wonderful things, and make the whole world one.

It only remains for me to bid you, *Welcome!*

Mr. Frank H. Hall, the Chairman of the Committee of Organization of this Congress, then introduced Bishop Fallows by saying: —

There are now seven congresses in progress in this building, and seventeen will be held here during the week. He who has done most to organize these meetings and to make it possible to carry on, simultaneously and without conflict, such an amount and variety of work, is the Chairman of the General Committee on Educational Congresses, the Right Rev. Bishop Fallows, whom I now have the pleasure of introducing.

REMARKS OF RIGHT REV. BISHOP FALLOWS.

I consider it a high honor and a privilege to participate in these congresses, and to meet the men and women engaged in educational work, especially these the noblest of our educators, whose success is the highest triumph of the Baconian age.

"Not things, but men; not matter, but mind," is our motto. I have just come from Montreal, where I attended the convention of the Society of Christian Endeavor; and there I had a forcible illustration of the triumph of mind over matter in the person of a man so bereft of his powers as to be well-nigh helpless. He had no sensations in arms or legs, he had lost his sight; and yet the *Koh-i-noor* of

the convention was the address of Dr. Douglas, on "Social Purity."

As educators of the blind, I congratulate you upon the success you have already achieved. It matters not in what direction you go, you must strike off the *me* if you would achieve the highest results in your endeavor to aid the further progress of the immortal mind made in the image of God.

ADDRESS OF FRANK H. HALL.

The idea of a series of World Conventions in connection with the Columbian Exposition originated in the mind of the honorable gentleman who first addressed you. In accordance with his plan, provision was made for the erection of this building as a permanent Art Palace, to be divided into convenient assembly-rooms and used during the Exposition period for the sessions of the various departments of the World's Congress Auxiliary of the World's Columbian Exposition. A Central Organization was established, "authorized by the Directory of the Exposition, and recognized by the government of the United States as the proper agency to conduct a series of World's Congresses." This Central Organization appointed local managing committees, or special committees of organization, for each congress. Each of these committees in turn appointed an advisory council, "composed of persons eminent in the work involved and selected from many parts of the world." The chairmen of the several committees constitute the president's Advisory Council.

In accordance with this general plan, the committee to whom was assigned the duty of organizing a Congress of Instructors and Friends of the Blind, appointed as its advisory council the superintendents of institutions for the blind throughout the world. A "Preliminary Address" announcing this fact was issued, in which suggestions were invited as to topics to be presented, the persons best qualified to present them, and the time of holding the conven-

tion. As the result of a voluminous correspondence covering a period of many months and extending to every quarter of the globe, the programme, as it now appears, was prepared.

Many papers have been submitted, prepared for the most part by eminent men and women, the fields of whose labors are widely separated from each other, but between whom there exists a common bond of sympathy. In this Congress, though its membership will be by no means large, many countries are represented. Among these, besides our own nation, are Canada, the British Isles, Continental Europe, Asia, and Australia. We have with us men who have devoted their lives to this work.

At the World's Columbian Exposition, of which these congresses are an auxiliary, may be found much that will be of interest to those who are engaged in the instruction of the blind. By far the larger part of the exhibits from the schools and shops are in the south-west quarter of the gallery of the Building of Manufactures and Liberal Arts. The Collective Exhibit of the American Institutions for the Blind, Section A — 17, embraces specimens of the work and appliances of fifteen institutions, as follows: New York City, Missouri, Ontario, Kentucky, Ohio, Colorado, Indiana, Massachusetts, Illinois, Wisconsin, Pennsylvania, Pennsylvania Working Home for Blind Men, Ohio Working Home for the Blind, American Printing House for the Blind, and the Society for Providing Evangelical Literature for the Blind.

Not far from these may be found, in connection with the general educational exhibits from the countries named, other displays and appliances from schools, work-rooms, and shops for the blind, as follows: Tokyo, Japan; Sydney, New South Wales; Steglitz, Germany; St. Petersburg, Russia. In the Canada exhibit are creditable displays from the schools of Nazareth, Montreal, Halifax, and Brantford. Near the south-west corner of the gallery is an exhibit from the school at Madrid, Spain, and near by a few specimens of bead-work from the Florida school.

In the Department of Anthropology, Ethnology, and Archæology are some attractive specimens of sewing, knitting, basket-making, etc., from the Pennsylvania Home for Blind Women, and a small exhibit from the Royal Normal College for the Blind, Upper Norwood, London, England.

In the Iowa State Building is the display from the school at Vinton. In the Illinois State Building is an active exhibit from the school and shop at Jacksonville. Here, between the hours of 10 A.M. and 12 M., and from 2 to 4 P.M., thirteen pupils may be found engaged in the various lines of work taught at the Illinois Institution. Besides the making of brooms, bead-work, knitting, crocheting, etc., pupils are operating the sewing-machine, the Remington type-writer, the Braille-writer, the stereotype-maker, and the printing-press. I am authorized to extend a most cordial invitation to all who are interested in such work to visit this exhibition, as well as the collective exhibit in the Building of Manufactures and Liberal Arts; and I am sure you will be warmly welcomed if you will take the trouble to visit and examine the other exhibits I have mentioned.

In behalf of the Committee of Organization, I extend to you a hearty welcome. Such a presentation of the work done in the instruction and care of the blind in all quarters of the globe, such comparisons of ideas and methods as these meetings make possible, such enthusiasm and interest as will be awakened by meeting face to face with men and women whose life-work has been with those who walk in darkness, cannot be otherwise than productive of great good.

We have all learned that it is a very easy task to take intelligent blind children and so train them that the world will wonder at what they accomplish. So much, indeed does Nature herself do in the way of compensation for the loss of sight that, even in the hands of an indolent and incompetent teacher (if there are any such), the blind child may so develop that the teacher, like the doctor of

medicine, may receive much of the credit that belongs to Mother Nature.

The effect of blindness is to diminish the sum total of perception, perhaps 50, 75, or even 80 per cent. So little time of the blind child is occupied in the exercise of the perceptive faculties that he has much more time than his seeing companion for the exercise of conceptive powers, for reflection, comparison, reasoning, and for the exercise of memory. He therefore becomes strong where the seeing child is apt to become weak, but weak where the seeing child is strong; namely, in knowledge of the relation of material things. Now, since sense perception is the groundwork of our thinking, the child that is born blind, without the assistance of intelligent training, will always work upon a narrow base. Indeed, unintelligent training in a school for the blind may make the base narrower than it otherwise would have been.

The blind child who is educated with seeing companions, who attempts to follow them in their sports as well as in their studies (in some branches of the latter he may lead them), who goes daily out into the fields, over fences, up the hill and into the valley, to a wonderful degree makes his ears and his sense of touch take the place of eyes in perception. But, shut him within the four walls of an institution with companions like himself, and unless the teacher be keenly alive to the fact that the pupil's defect seriously impairs his sense perception, and unless he stimulates to the utmost the child's exercise of the presentative faculties, the pupil will certainly develop along the line of least resistance. He will be too narrow at the base. He will become an unsymmetrical prodigy,— the wonder of his friends and visitors while in school, but utterly incapable of taking care of himself when turned out into the world of which he knows so little.

If I mistake not, the ability to make one's self useful in the ordinary walks of life depends very largely upon the length and breadth of this sense perceptive base of all his thinking. To this end the work of the kindergarten is

receiving more attention, and kindergarten methods are being employed in all the grades. In the sloyd room the child is taught to see with his fingers. Observation work is occupying a prominent place in every department of the school. The child is taken out into the city and into the fields and forests, and the earth and sky and sea are made to contribute to the stock of materials for observation work. By means of models of animal and plant forms, the field for observation through the tactile sense may be greatly enlarged. Magnified forms of diminutive objects and diminished forms of the gigantic bring both within the range of perception of the child in darkness.

The most important question concerning the education of the blind is, What can be done to make them useful members of society, to give them the honorable satisfaction that comes from an assurance that the world needs their services in some useful vocation, and that their income is but the measure of service performed, and to enable them to earn not so much the sympathy as the gratitude of the world? May this Congress and the exhibits in the White City contribute to this attainment!

Introducing the next speaker, Mr. Hall said,—

Dr. Milburn has crossed the ocean ten times, and has seen more of the world than most of us who have sight; and Heaven knows what Congress would have become if he had not prayed *at* it and *for* it for the last forty years.

ADDRESS OF REV. W. H. MILBURN, D.D.

"Hail, holy Light, offspring of heaven first-born!
Or of the eternal coeternal beam,
May I express thee unblamed? Since God is light,
And never but in unapproachèd light
Dwelt from eternity, dwelt then in thee,
Bright effluence of bright essence increate!
Or hear'st thou, rather, pure ethereal stream,
Whose fountain who shall tell? Before the sun,

> Before the heavens, thou wert, and at the voice
> Of God, as with a mantle, didst invest
> The rising world of waters dark and deep,
> Won from the void and formless infinite."

But where this light has been denied, as it has to hundreds and thousands, what shall be done in compensation for its loss for those who are compelled to walk shrouded in darkness throughout life's pilgrimage? There is nothing taken but something is given in return, and the difficulty of the means to acquire makes compensation more ample. The practical question now before us is this, By what means can the compensation be best secured?

There are trials which are peculiar to the blind; but into their lot there enters a beauty of sympathy and of tenderness experienced by no others, a kindness and tenderness of voice and an eagerness to render assistance, which others do not receive. I have often been touched to note the immediate change of voice the instant it is perceived that I am blind, and I think I am a means of blessing in the opportunity afforded to exercise charity. There is a door into human nature open to and by the blind as to no one else. This privilege sometimes becomes a disadvantage. Visitors at our institutions are surprised at what seems to them the wonderful accomplishments of the pupils. They express their admiration too lavishly and injudiciously, and the children are treated to too much "praise and pudding." The amount of self-admiration and vanity thus engendered is a great misfortune. The Spartan method is the best for all. No man who is not put upon his mettle develops his best forces. We all need the discipline of pain, poverty, and misfortune. I do not mean to advocate severe measures, but I would awaken self-respect rather than pity.

The old representation of blindness as an aged man with gray hair and stooping form, led by a dog, and seeking alms of passers-by, has impressed itself upon the public mind. It is often my custom to walk bareheaded, holding my hat in my hand. One morning, as I was standing thus

on Pennsylvania Avenue, enjoying the warm sunshine, while waiting for my companion, who had stepped into a store to make a purchase, a small coin was dropped into my hat. The world has come to believe that the blind man must be, in some sort, a beggar. It cannot recognize the fact that he can earn his own livelihood.

Mr. Hall has very justly stated that the loss of the blind in sense perception is from 70 to 80 per cent.; but he did not state that about seven-tenths of the seeing spend most of their time in sleep, and, through non-development of the other senses, go through life like fishes through the water.

When one sense is taken away, a man is put upon his mettle to find how to make up for its loss; and the degree of his success depends upon the amount of effort he puts into it. There is no stealing from God's exchequer. The ability we desire we must pay for in the currency of God's realm, and there is no difference there between gold and silver. To compensate for lack of sight, we must work to develop the touch, the smell, the hearing, and the nervous structure of the cheek and brow. Nicholas Saunderson, who lived in the reign of James II., lost his eyes from small-pox in infancy. He had few advantages in early life; but, later, he attended lectures on mathematics, studied optics, and read Newton's "Principia." He showed such marked ability that he was appointed to succeed Whiston as Professor of Mathematics at Cambridge. By the sound of his footsteps, he could tell the dimensions of a room. When engaged with the students in taking an observation on the sun, he could readily detect the presence of a cloud; and he would recognize, when walking, the character of objects near him. This keenness of perception seemed to be due to a supplementary sense located in the nerves around the eye. The unfolding of these measureless capacities is the first problem before us.

There are few persons whose memory is what it ought to be, or what the memory was in earlier days. The poems of Homer were unwritten, repeated from memory,

and handed down in all their fulness, through generation after generation, by memory alone. It has been remarked that in the English Parliament the Latin quotations of the learned members are all taken from the *first* book of Virgil. These early lessons made a deep impression, while later ones are forgotten; and, drawing their quotations from this narrow source, they go "strutting about as if dressed in the vestments of the gods." The memory of the blind should be trained to show what it can do, and to lead on to greater and greater accomplishments. The English are shocked at our use of the word "nigger" applied to our colored people, unmindful of the fact that they apply a similar contemptuous epithet to their own black subjects, who perform marvellous feats of memory impossible to our educated people. The truth is we have grown so intellectual that the true basis is forgotten. The ancients made memory the nurse of the Muses. You will have no genuine music unless the nurse is better looked after.

There is no reason why the blind, if properly trained to self-respect, should not become independent, capable men among their fellow-men. Let us get rid of all these false ideas, stand erect, and go on with life's work, though in darkness. God shines in the spirit; and I am not sure but he shines upon the blind with steadier rays, for they who need most receive most.

> "So much the rather thou, celestial Light,
> Shine inward, and the mind through all her powers
> Irradiate; there plant eyes, all mist from thence
> Purge and disperse, that I may see and tell
> Of things invisible to mortal sight."

Ladies and gentlemen interested in the subjects before us, I bid you welcome to the sessions of this Congress!

Three of the gentlemen who had been invited to reply to the addresses of welcome, Messrs. Wulff, Wilkinson, and Campbell, did not attend the Congress; and Mr. Wait

was absent from this session on account of illness. The responses were brief and somewhat facetious.

Dr. Frank Rainey, Superintendent of the Texas Institution for the Blind, thought that the person who placed his name on the list of respondents might have to answer for getting him into trouble. He was reminded of the woman who sent her daughter to set a turkey. On her return the mother asked,—

"How many eggs did you take?"

"Fifty-nine," replied the girl.

"Why! what did you take so many for?"

"Oh, I just wanted to see the old turkey spread herself."

Something of the same feeling, he thought, might have prompted the insertion of his name.

For the hearty welcome and sympathy which had been expressed he returned thanks. He thought that those engaged in similar fields of labor ought to become better acquainted, tell each other of their methods, and exchange opinions in regard to their common work.

Mr. H. L. Hall, Superintendent of the Pennsylvania Working Home for Blind Men, did not know why his name had been placed upon the list of respondents, and felt like the Prodigal Son. When he received the invitation, he was much gratified, thinking what a fine address he would make; but he soon found he had been "a little bit ahead," and now he had no feeling of charity for the "miscreant" who had prepared the programmes. The meeting was for a noble purpose, on behalf of a class who most need help. Those interested are few in number, and the maudlin sympathy often expressed is not an unmixed blessing. In the important questions to be considered, no hard-and-fast lines can be drawn. In the bread-and-butter question, value is too often reckoned by the cost. He would not respond to an address of welcome for $1,000,000.

Mr. M. Anagnos, of the Perkins Institution, Boston, hastened to relieve the audience from anxiety lest he should make a long speech by assuring them that he would

not do so. On behalf of the assembly and for himself, he expressed gratitude and hearty thanks for the cordial welcome they had received, and trusted that they should enter with earnestness upon the subjects before them, and with that spirit which the work merits.

The paper upon the programme entitled "The Blind receive their Sight," by A. H. Dymond, Principal of the Ontario School for the Blind, was lacking, Mr. Dymond having been prevented from attending, or even preparing the article, by serious illness in his family.

Mrs. ——, who was attending the educational congresses of the week as a representative of the Commission of the Philosophy of Instruction, asked permission to call the attention of the assembly to a new system of "punctured" writing which had been introduced in Lisbon, and by which the blind could communicate with the seeing. The papers describing and illustrating the system had been loaned to the superintendent of one of the American schools, with the understanding that they should be brought here this morning; but, greatly to her vexation and regret, the condition was not fulfilled, and she could do no more than call attention to the subject.

This completed the work of the first session, and the meeting adjourned until Wednesday morning.

ONE DAY IN CHICAGO.

HAVING received a programme of the Woman's Congress, and learning from a sign on the wrapper that somewhere in the wide world I was not reckoned a cipher, I resolved to go. An arrangement was made with one of the Chicago editors, which provided that some one should meet me at the depot, accompany me to the Art Palace, where the Congress convened, and return to me at the close of each

session. On Wednesday "Woman in the Pulpit" was to be discussed. So I chose that day for my visit.

Arriving in the morning at the focus of civilization, I found no one awaiting me. A good-natured trainman sought out the editor, who sent his office-boy with a letter of explanation. Of course, I had to ask him to read it for me, after which he went with me himself.

At the Palace I inquired of the Bureau of Information where I should go to hear all that was said on "Woman in the Pulpit." A sweet-voiced clerk replied that my programme was only tentative, and that topic had been postponed to accommodate the Chicago pastors, but there was a religious conference in the afternoon, where she was sure I would be welcome. Meanwhile, I had better go from hall to hall, as fancy might lead. "I cannot do that," I said, "for I am obliged to dismiss my guide." "Then we must send some one with you," she replied, her voice growing sweeter.

A man was summoned, who seated me near the platform in one of the large halls, read the programme for me, and returned about once an hour to ask if I would like to join another audience. I told him finally that there could not possibly be anything better than what I was hearing.

I had been favored with a description of the splendid apparel and stately manners of the speakers, and so could easily imagine the view before me. Some of the voices were far too weak and high-keyed; and the president, with provoking good humor, requested that those who could not hear should confine themselves to their own meditations. "We can stay at home and do that," muttered the woman on my right; and she rose and left the hall. Other voices were so deep and rich as to suggest to the sightless listener college robes of costliest velvet.

All the world was there, or rather his wife, as Mrs., Madam, or Frau,— England, Canada, Manitoba, Germany, Bohemia, and Greece, with the Russians and American Indians reserved for evening. I felt like a globe-trotter.

At noon the great assemblies dissolved, and then the

real charm began. Not even the court of Solomon or Ahasuerus could have presented such a scene. I had expected to see brilliant, strong-minded women, but not such sweet, lovable, womanly women. Think of it! From five to ten thousand, the very cream of humanity! No wonder the whole earth had to be skimmed!

Before I had time for an anxious thought, some one with a sweet foreign accent offered me any assistance I wished, remarking quietly that her mother was blind. Together we started for the sanctum where damaged toilets are repaired. At every turn she was accosted in a language which I could not understand, but whose cultured modulations charmed me. Presently an American woman quite took my breath by asking her to address the Religious Conference. I began to wonder if I had fallen into the hands of the Swedish Baroness or the Russian Princess. No, she was Danish. Recovering myself, I remarked that that was the very meeting I was looking for, as I was, or had been, an evangelist. Whereupon the American laid her hands on my arms, and said, "My dear, who are you?"

Below, the stewardess offered me a mirror, and then, tacking about, assured me in her blandest tones that my hair was in beautiful condition. My Danish guide insisted upon remaining near, until I had finished my lunch; and a gentleman offered to bring me a table from his office.

To mingle with the throng was delightful. Strangers addressed one another simply as Madam, no one waiting for an introduction. When I expressed a wish to meet the Rev. Anna Shaw, some one went on a long though fruitless search for that dignitary. I was asked to tell the name of a portrait on the wall, but the embarrassing question was gracefully waived. Then a bright, girlish individual asked if I was Mrs. Blackwell, and, fancying she had met another "advanced" woman, lingered for conversation, and tossed back a dainty compliment as she vanished. I am not so egotistical as to imagine myself a special object of courteous attention; for, as one observed

on the preceding day, everybody seemed bent on giving everybody else a good time. The afternoon sessions were held in the various small halls, and I found not the slightest difficulty in moving about as much as I wished.

Near the close of the Religious Conference a voice, evidently authorized, whispered in my ear, "Would you like to make a few remarks?" By this time my head felt like a bowl of hot mush; but to address even the smallest audience at the World's Fair was an honor not to be ignored, so I whispered, "Yes," and, having no cards, spelled out my name into the receiving ear. There was a slight emphasis on the adverb, as the leader announced that Mrs. Aldrich would speak "a very few words." For two minutes I stirred the echoes.

The solemn benediction pronounced, the bright words showered again like apple-blossoms. My joy was complete when a Chicago woman, one of the speakers, invited me to spend the coming Sabbath at her house, and hear the ordained women preach. And now the editor's boy, who had searched through six audiences to find me, hurried me off to the train.

CLARA B. ALDRICH.

SIGHTS, WITHOUT EYESIGHT.

"WHAT interests the blind at the Exposition?" asked a clergyman, in a tone that expressed his inability to conceive that anything in that magnificent display could be attractive to those who do not see through the medium of the eye. "How much is there for a blind man to see at the World's Fair?" was the query of a teacher who had a genuine interest, but had been told that everything was under glass. Two months after its opening an intelligent blind lady, a resident of Chicago living within ten minutes' walk of one of the entrances to the Fair, had not

visited it, because she doubted if there was much to interest her. This rare and splendid collection of tangible objects was brought almost to her door, and yet the hand of her faith was too weak to grasp the offered blessing!

The answer to this doubt and indifference is that for every alert and earnest blind person the Columbian Exposition affords a variety of object-lessons which has never before been equalled, and which makes it, for the blind as well as for the seeing, the grandest exhibition which the world has ever known. This is partly due to its very magnitude, and still more to the unusual degree of freedom from restrictions and to the remarkable spirit of kindness and readiness to assist a fellow-man which prevails at Jackson Park. Distance, expense, and many other unavoidable hindrances must prevent thousands from visiting Chicago; but those who allow lack of sight to make them indifferent to its privileges are throwing away a golden opportunity which can never be regained.

It is true that one who has never seen by means of the eye can have but a faint conception of the beauty of the White City. What conception have we of the Holy City described by John? Yet the mind of many a toil-worn traveller finds pleasure in vague imaginings of its magnificence.

Many exhibits, especially the more delicate, are under glass; but there are also many which are exposed, and the loss of those which are enclosed is less than at first appears, because, in many instances, their nature is such as to make them most valuable to the blind through description.

He who has had sight long enough to remember the visible world may, through descriptions, aided by memory and imagination and what he receives through the other senses, conceive much of the beauty of the scene. But, aside from its beauty, which by some will be enjoyed only to a limited extent, the Exposition is a mine of wealth in tangible illustrations of the works of nature, science, and art. The blind visitor must have a guide,

and it is needless to say that the more intelligent, the better; yet, even if his companion be a paragon, if he ceases to use his own powers of observation, he will but half accomplish his object, while by alertness he may guide his leader in the direction of his own tastes, and elicit many an otherwise unthought of explanation.

He remarks the planks beneath his feet, and learns that they are crossing one of the many bridges that span the lagoons, that these bridges are adorned with statuary, and that the lagoons are dotted with electric launches, gondolas, and other boats, with gay parties on board. If he joins one of these parties, and, choosing a gondola, notes the velvet canopy with its fine trimmings, and is privileged by the gondolier to examine the prow with its elevated gauge, the streets of Venice will henceforth have a new meaning for him. If he is interested in vessels, he will go on board the "Illinois," in all its equipments a perfect model of the latest United States battle-ships. Then there are the caravels of Columbus, and the Viking ship found in a burial mound in Norway. These faithful reproductions of ancient, historic vessels he may examine; and even the real boat of Grace Darling, sacred through the heroism of its mistress, though somewhat protected, is not beyond reach of his hand.

He catches a faint odor of chocolate, and his guide is thus reminded that the building they are passing is not only Van Houten's exhibit, but a Dutch house as well. They enter; and, while waiting for a cup of delicious cocoa and dainty biscuit, he notes the clean, bare table, the roomy wooden seats, the odd windows, and the tiled wainscoting. Meanwhile his companion describes the quaint, characteristic costume of the women who serve; and he gains rest, refreshment, and a view of a Dutch inn,—"all for five cents."

His ear is attracted by what sounds like a pipe organ. He approaches, and learns that it is one of the new vocalions. Elsewhere he will find orchestrions, pianos from foreign and from many American manufacturers, as well as

other musical instruments. Through the tick, the click, the rattle, the roar, the whirr, the buzz, the whistle, the hum, the ripple, the splash, and the remarks of those around him, he will recognize and suggest many things otherwise unnoticed by his guide.

If he cares to study implements of war, he will find that the Krupp Building not only contains the largest cannon ever cast,— a monster eighty-seven feet in length, with a twenty-five inch bore, and costing $1,250 for a single discharge,— but it also brings much within his reach. Especially noteworthy here are the large sections of iron armor used for iron-clads. These have been tested with heavy projectiles; and one may examine the jagged edges which mark their entrance, and follow their course to find that, though penetrating deeply, they rarely pierce the solid plate.

The granite and marble quarries show rough-hewn, chiselled, and polished stone in beautifully wrought designs; and even in the Art Building there is much that is available to him. In the exhibit of Swiss wood-carving there are many large and finely executed pieces; and the Cincinnati and California rooms of the Woman's Building are beautiful displays of carved woodwork.

The objects which may be examined by the sense of touch are too numerous to recount. There are life-sized models of men and women dressed in native costume,— Indians, Russian soldiers, Norwegian peasants, and the typical cow-boy mounted on his horse. There are fine specimens of stuffed animals,— bears, tigers, buffaloes, walruses, seals, etc. There are woods of great variety,— huge sections of enormous trees, and portions of those of which the wood is costly, displayed with and without the bark, in cross section and quarter section, rough, smooth, and polished. There are old, historic carriages, and vehicles of every description, from the primitive Mexican ox-cart, with its plank wheels, to the latest Pullman palace train, with its elegant apartments.

In the Japanese exhibit (Building of Manufactures and

Liberal Arts) is a wonderful piece of artistic work, which, though mounted beyond his reach, will doubtless be made accessible by the kindness of the custodian. It is an eagle, of life size, made of iron, each one of its more than three thousand feathers so finely carved that the artist was obliged to change his tool at every third or fourth line. What wonder that he spent five years upon the work! As the head is bent, the successive rows of feathers fold upon one another as in nature. It is a masterpiece, and close inspection only reveals more fully its perfection.

The Convent of Santa Maria de la Rabida is a reproduction of the old convent where Columbus and little Diego found refuge, and where he developed his theory of a western passage to India. Here one may see the very anchors of his vessels; and among the many priceless relics of this discoverer which are collected here, and guarded night and day by United States troops, there are some others which may be handled.

The Midway Plaisance offers many attractions besides those which appeal to the eye. If one visits the narrow, crooked "Street in Cairo," with its bazaars, its dwellings, and its open square, its donkeys and camels, and listens to the busy, noisy, jostling crowd, the merchants crying their wares, the shouts of the donkey-boys, the commands of the Arab camel-drivers, he can hardly fail to gain a vivid realization of the characteristics of that far-off city,— a realization that will be deepened if he mounts a camel and experiences the roll of that strange "ship of the desert."

These are but hints of numberless exhibits which are available to the blind, in addition to the displays of work, methods, and appliances from the various institutions, and the active exhibit in the Illinois Building. A preliminary reading of a good guide-book — not a catalogue merely, but one which locates and describes the chief buildings and some of the leading exhibits — will aid the visitor in selecting and seeking what he most desires to see in this museum, the vastness of which makes it impossible for any one to see all. In whatever line he is interested,— be it

agriculture, horticulture, mining, electricity, machinery, manufactures, education, art, in any of their manifold subdivisions, including all departments of woman's work,—if he will but ask intelligent questions upon the subject, he would investigate, he is almost sure to receive courteous attention, with such full explanations and illustrations as will amply repay him for the visit.

A gentleman who has not seen a ray of light for more than twenty-five years, and who travelled a thousand miles to visit the Exposition, returned so delighted with what he had seen (without eyesight) that he contemplates a second visit. In a letter to a friend, in which he mentions some of the exhibits which interested him, he thus describes his impressions of the White City: —

"The effective grouping of the buildings, the beauty and variety of their architecture, the lagoons, the graceful motion of the gondolas, the fountains, the statuary, the flowers, and the constantly moving throng of people combined to make a scene of indescribable beauty which I shall never forget." M. W. S.

A WORD FROM OHIO.

A FEW weeks ago I turned aside from the busy world to spend a little time among old, familiar haunts and scenes, and chose, as a place most appropriate, my boyhood home, the Ohio Institution for the Blind. I had not seen the place for two years, and in the mean while had been privileged to visit both New York and Chicago, and become acquainted with the great institution of the former city, and many of the graduates of Jacksonville, Ill., residing in the latter. It was, therefore, with some high standards of comparison that I returned to measure my own school.

I found the magnificent, old building and spacious grounds as beautiful, attractive, and home-like as I had left

them, the long, cool halls, ample recitation-rooms, and neat dormitories affording such a splendid contrast to those of other schools I have seen and heard of. I had not been in the house long before the jingle of bells and the half-suppressed notes of various instruments and the occasional buzz of recitation assured me that another set of pupils had taken the places we had left, quite as apt and energetic as we had been.

I soon had the pleasure of greeting my old friend, Steward Bell, now for the third time serving as financial officer of the institution, than which no higher proof of efficiency can be asked, and also Mr. Porter of the Ohio Wesleyan University, the successful senior teacher. I also had the pleasure of meeting the genial and large-hearted superintendent, Mr. S. S. Burrows, M.D., of whom I had heard very favorable reports. The doctor has been in charge but one full school year, and has only had time to make a very excellent start and give good promise for the future.

Time and space will scarcely permit me to speak individually of the splendid body of teachers and other officers who assist the superintendent in carrying out his good purposes. The mention of one or two must suffice to show what could as truly be said of all.

In the literary department I found that Mr. Porter had fine classes in physics, geometry, civil government, and Latin. I was also gratified to see that Mr. Lumb was sustaining his reputation as an excellent teacher of American and English literature; and the work of the lady teachers, in their several departments, compares favorably with that of these gentlemen.

In Ohio, as elsewhere, the principal feature of the education of the pupil is music. This is as it should be. This department is now in charge of Prof. George Heinlein, a graduate of the institution, whom ample means and patient practice have made one of the proficient pianists of the day. Besides giving careful attention to the development of some splendid piano scholars, he conducts a choir of some sixty voices, an orchestra of twenty-six

pieces, and a brass band of fifteen. His work is universally conceded to be the best the school has seen for many a year.

He is assisted by Prof. McCombs, an organist of no mean ability, Messrs. Foster and Bitzer, gentlemen noted for thoroughness and care, and Misses Tipton and Ernst, who have made many a girl's life happy by discovering that she had a voice and could sing.

It would give me pleasure to speak at length of the tuning department, lately put into the hands of Mr. Roberts, a graduate of the school, who brings to it a splendid experience acquired in Cincinnati. In addition to the manual training, Mr. Roberts proposes giving his pupils a thorough course in the history of the piano,—a capital idea.

I was glad to note that the new superintendent is devoting a great deal of attention to elocution. He believes that there is a large and undeveloped field of usefulness for blind people in the stage and pulpit. Fine concerts, and even whole and difficult operas, have been given by the blind of Ohio, several of her graduates have become successful ministers of the gospel, and the doctor has a deep conviction that there is as much of the speaking and singing talent among blind persons as of the instrumental, if I may be allowed the use of the word.

But there are serious drawbacks to the progress of the institution, already sufficient to reduce it from the first institution of America, Perkins and New York not excepted, to at best a third-rate school. It has been made a political grab-bag until most of its good officers, who made it what it has been, were removed, and all heart was taken from those who escaped the axe. Even granting that competent persons have been chosen in their places, they in turn have been removed before their influence for good was felt. There is all confidence in the world in the present administration except the all-important one that it will last. While such is the case, it sounds like mockery for one to talk of reform.

Another reason for the deterioration of the school is purely a natural one, and, from one point of view, is a sign of growth. Heretofore the pupils have been generally supplied from the better bred classes, where they have received much attention at home and inherited talents and intellectual qualifications that have made many of them above the average. But, as the knowledge of the institution has been disseminated far and wide, there has been a great influx, from the slums of the large cities of the State and from the county houses, of a class of pupils wanting in much more than eyesight. The school makes a great difference in these pupils, in their conceptions of the world, and in their character, even bringing them through to graduation; but it can never do with such material what it has with the more talented pupils of the past.

Ohio suffers especially this year because of the indifference of her State officers to the making of appropriations that will enable her to participate in the Chicago Congress. She should be present by all means, and her failure to will detract from her standing.

A careful going over all the ground, I feel, would convince one that, of all the evils I have mentioned and all I might enumerate, the first alone is really serious. However low the type of pupils, there will always be great opportunity for good, and there will always be. some few who will bring honor and credit upon the school; but, with the average office-hunter for a teacher and the average relative with "a pull" for an overseer, who will be able to say to what depths an institution can fall? Ohio has seen evil times, but she is now in the promise of better. May the political hand be kept off!

F. P. Bixon.

SOUTH CAROLINA.

Dear Mentor: —

You may be interested in hearing some items from our school; for, since writing you last, two important events of the year have taken place, the May Day picnic and the closing exhibition.

Our May Day proved a delightful success. It was first arranged that we should spend it in the Blue Mountains; but, for fear of wet weather, Mr. Walker thought it best for us not to leave home. The day was clear and bright; and at ten o'clock the school marched to the grove near the spring,— an historic spot where one of the battles of the Revolution took place. After the band had played "Yankee Doodle," all set to work to enjoy themselves as only school-children can.

An hour was spent in merry-making. Then all were called to order for the coronation exercises, which opened with music by the band. The Department for the Deaf crowned their queen first. Miss Edith Duncan took her seat upon the throne; and, while her maids of honor threw handfuls of flowers at her feet, Master Warren Key gave her a sceptre and put a beautiful crown upon her head.

Following this pretty scene (under the care of Mrs. Coleman, teacher of painting) came a corresponding one in the School for the Blind. Miss Nettie Pennington stood on a throne made of green branches from the oak and pine, and covered with wild flowers. John Mann, who carried her sceptre and crown, stood beside her, while on one side was the brass band, and on the other the choir. He gently placed upon her head a handsome wreath of white rosebuds, addressing her in the following verses, which were composed by Prof. H. L. Cromer: —

All glorious one! on whose majestic brow displayed
The royal marks appear,
No haughty power dare come arrayed
To mar thy high career.

Rude Winter hence hath taken his flight,
And reigns amid unending night
While here, amid the golden light
Of Phœbus, ever burning bright,
We gladly greet thy gentle sway,
And crown thee, fairest, Queen of May.

The pretty little queen replied,—

My gentle friends, with grateful words,
But not with words alone,
Should I requite this royal gift
Of sceptre, crown, and throne.

As 'tis my duty, so 'twill be my care,
Your daily pleasures and your toils to share.

Now lift your happy voices
In songs of tuneful praise,
And the voice of majestic mountains
Shall blend with our gladsome lays.

The band then played "Wearing of the Green." An "Ode to Spring" was finely given by Mr. John Swearingen, and Miss Artitia Fairey responded beautifully by reciting "The Voice of Spring." The choir sang the "May Day Song," and then the band closed the exercises with "The Mountain Maid's Invitation."

After the picnic dinner had been fully enjoyed by one and all, the rest of the day was spent in pleasant pastimes.

On the 28th of June our building was opened to the public, and the extensive campus was soon full of carriages of all kinds. Outside the grounds were refreshment stands of great variety, and the whole had the appearance of a county fair. The chapel was filled to overflowing, and many could not find room.

At the appointed hour the pupils, preceded by the superintendent and all the teachers, marched, to the music of the organ, through the chapel to the platform, where the exercises opened with the anthem "Oh, be Joyful in the Lord!" composed by Prof. Meares, and sung by the blind pupils. The programme which followed was enjoyed by the many visitors. One very pleasing number was a

piano trio, "Pearl Galop," played skilfully by three little boys, Jefferson Searcey, Wayne Donald, and Neal Gregory. "The Diver" was given in splendid style by Mr. John Swearingen. Our quartette assisted seven of the deaf girls by singing "Sweet Hour of Prayer," while they gave it in signs in a most effective manner. Miss Fairey won high honor in our department for her remarkably fine essay and valedictory. The exhibition closed with a "Grand Galop" by the brass band, piano, and organ.

BESSIE P. WRIGHT.

Cedar Spring, S.C.

SEVENTH ANNUAL MEETING OF THE PERKINS ALUMNI.

NOTWITHSTANDING the great heat of Tuesday, June 20, an earnest company of the Alumni of old Perkins, the largest meeting in the Association's history, assembled in Boston at the United States Hotel. The experience of last year at this hotel gave ample assurance that the banquet would be of the best; but the chief attraction was the promised address of Mr. F. E. Cleaveland, Hartford's blind lawyer. In addition to the general attractions, many members came with special interest in particular measures.

President Vars called the meeting to order promptly at three o'clock, with a few appropriate remarks, after which the roll was called, the reports of the secretary and the treasurer were read and accepted, and nine new members were admitted to the Association. Rev. Arthur E. Hatch, of Dorchester, Mass., was elected president for the ensuing year, and Harry E. Mozealous, of Fair Haven, Conn., secretary.

Many months ago it became evident that some different arrangement for carrying on *The Mentor* would soon be

imperative. The increasing work of editing and managing made it necessary that it should be placed in the hands of persons who were willing to give their whole time to its interests. The matter had, therefore, been left to the discretion of the Publishing Committee, which reported that Mr. J. W. Smith, secretary of this committee, having expressed his willingness to take charge of the magazine, they had transferred it to his hands. In acknowledgment of this gratuitous service to the cause of the blind, a vote of thanks was tendered to Mr. Smith; and the Association agreed to become responsible for two hundred new subscribers annually, for three years.

The subject of a National Association of Alumni was brought before the meeting by the Executive Committee. There was a strong impression that some federation of associations would be of great service to all. The secretary was therefore instructed to correspond with as many associations as possible, and ascertain their feeling in regard to the matter.

There being, at present, a vacancy on the Board of Trustees of the Perkins Institution, the query was raised whether its interests would not be well served if one of the twelve members of the board were a graduate of the school. The further consideration of this question was finally referred to a committee of five, with power to act for the Association in endeavoring to secure the end contemplated, should they think best.

Rev. W. H. Milburn, Chaplain of the National House of Representatives, and Mr. F. E. Cleaveland, of Hartford, Conn., were made honorary members of the Association.

After a short recess Mr. Cleaveland delivered a most interesting, instructing, and encouraging address, first giving an account of the work done by the Heart Sunshine Society, and then of his career as a lawyer. Mr. Cleaveland's modest story of his determination to pursue the practice of law after losing his sight, of how he won his first case, and of his subsequent successes before the supreme bench, and as attorney in various public offices, was

a most convincing proof that, with the requisite ability and attainments, one may reasonably expect success in the legal profession, even without sight. Mr. Cleaveland brought up the subject of a national university for the blind; but, as there was no time left for discussion, the subject was referred to the Executive Committee.

The company then adjourned to the commodious dining-room, where they gave ample testimony to the quality of the feast that had been prepared in actions that spoke plainer than words.

Among the after-dinner speeches, that of William B. Perry, a graduate of Amherst, may be noticed. Mr. Perry spoke of the material advantages of a college education to the blind, showing how it not only fits them for higher and better work, but makes such work easily obtainable through teachers' agencies and in the field of university extension.

After choosing a toastmaster for the banquet of 1894, the company dispersed, feeling amply repaid for their attendance. E. H. F.

LANDON'S NEW METHOD FOR THE PIANOFORTE.

THE selection of a suitable instruction book for the pianoforte from the many which are continually appearing both in Europe and America, to be embossed for the use of the blind, is a task involving a considerable expenditure of time and thought. Since the time when the Brailleists of this country united upon the American Braille as a literary system, many pianoforte text-books have been examined with a view to publication; and the result has been the selection of "Landon's New Method for the Pianoforte," published by Theodore Presser, Philadelphia,

Penn., to which allusion was made in a recent number of *The Mentor*. A brief review of the points in which an instruction book of this kind should excel will also indicate in what particulars this work seemed to be superior to similar works of undoubted merit.

It should not be too bulky. Many otherwise meritorious methods fail in this respect. They are clumsy for children to handle easily, they are expensive, and, in order to be well learned, must be before the pupil term after term, until he is tired of the sight of them. Better by far, as in the case of the Landon book, cover less ground, leaving the consideration of the higher grades to other works. We do not teach reading by means of one book which shall contain selections ranging from the primer to the classics.

It should be up to the times. It must keep pace with the rapid progress which is being made in all departments of education. For example, in the line of pianoforte technics, the Mason system doubtless represents the best results of modern thought in this important field of investigation, and must form the basis of any adequate presentation of the subject. In the work before us this system is introduced at the outset.

Its explanations should be given in simple, direct language. Very many compilers have entirely lost sight of the fact that their work is to be used mostly by children, and have made use of language entirely unsuited to their comprehension. In the Landon method, much space is wisely given to the *how* as well as to the *what;* and this is done with a decided gain over many others in simplicity of style and directness of explanation.

Its selections should be satisfactory musically and pedagogically. Mr. Landon has succeeded admirably in selecting music which is pleasing in the proper sense of the word, and which has also a real educational value. Each new piece, as a rule, has some new musical thought which will be a stimulus to the pupil. The book also embodies the well-known educational principles of "the thing before its sign," "the simple before the complex," "the known

before the unknown," etc., in a manner thoroughly in accord with the modern educational spirit.

Besides these general excellences, there were some special reasons for selecting it for the use of the blind, which may now be mentioned.

It is published by a well-known house, and has a well-known musician as its author. Too much cannot be said nor said too often against the practice of giving to the pupils of our institutions music of mere local significance, perhaps composed by resident teachers of no wide-spread influence and standing in their profession. It may be laid down as a principle which admits of scarcely an exception that no text-book for the use of the blind, no matter what its excellences or defects, should have its origin within the walls of an institution, whether it be a compilation of technical exercises or a selection of pieces designed to cultivate the æsthetic taste. The old maxim that we should teach the blind to be as much like the seeing as possible is applicable here. We must use in instructing our pupils that which is current in the outer musical world, or we shall be in danger of isolating our pupils musically. It is to be regretted that there are some who, while admitting this principle in other departments of the education of the blind, think it a matter of so little moment to compose a piece of music or compile a book of technical studies, and then force them upon their pupils willy-nilly.

Another advantage in its use for and by the blind lies in the comparative ease with which it can be committed to memory. The absence of machine-like, planless exercises so difficult to remember eliminates at once a serious objection to the use of many pianoforte methods. The marked musical quality of the selections makes them easily learned by heart.

The last, and perhaps the most important, particular in which it excels as a text-book for the blind lies in the fact of its containing numerous directions to the teacher as well as to the pupil. We all realize how difficult for the pupil is the transition to the duties and responsibilities of a

teacher. The book is filled with practical suggestions as to its use, thus smoothing the way for the inexperienced, and giving to the more mature teacher, even, much of suggestion and help.

The book will be published in two volumes by the Howe Memorial Press, Boston, the first of which is ready for distribution. The text is in the American Braille, without contractions, while the musical notation is that used by all institutions in Europe.

We beśpeak for the new method the attention of all interested in the musical education of the blind.

E. S. HOSMER.

AT HOME AND ABROAD.

AUSTRIA-HUNGARY.

PURKERSDORF.— The year 1893 has a special interest and significance to the director of the school for the blind in Purkersdorf, Herr F. Entlicher. This specialist has been for more than thirty years a school man, and on the 30th of September will celebrate his twenty-fifth anniversary as a teacher of the blind; and on November 1 he will look back upon twenty years of labor as director of this institution. Herr Entlicher is in his fiftieth year, and twice since the school has been under his direction it has been greatly enlarged. We extend to him our best wishes.— *Der Blindenfreund.*

CANADA.

MONTREAL.— The Mackay Institute was founded for Protestant deaf-mutes and the blind, and numbers about fifty pupils, nearly all of whom are deaf. Attempts have been made to ascertain the number of Protestant blind in the province, and the results have been so meagre that, when the formal examinations were held, May 1, only two blind boys were in attendance. They passed a satisfactory examination, and are said to be "well up in Canadian history."

The report of the examiners expresses much satisfaction with the methods pursued and the progress of the pupils, and a high appreciation of the ability and energy of the superintendent, Mrs. Ashcroft.

CONNECTICUT.

HARTFORD.— A State Board of Education for the Blind has recently been organized, consisting of the governor, the chief justice, Mrs. Emily Wells Foster, and Frank E. Cleaveland, a blind lawyer. The board elected Mr. Cleaveland secretary and Mrs. Foster assistant secretary, and authorized them to gather all the statistical information available regarding the blind in the State. It has established a permanent office in room No. 27, in the Capitol, where the secretary and the assistant secretary may be found daily.

Secretary Cleaveland has sent a circular letter to the boards of

selectmen of 168 towns, reminding them that the General Statutes of the State provide as follows: —

"The selectmen of each town shall return to the governor on or before the first day of November, annually, the number of deaf and dumb and blind persons therein, and the age, sex, and pecuniary circumstances of each."

As the new board must first learn what persons are to come under their care, he asks the cheerful and prompt co-operation of the selectmen.

The returns have already begun to come in, and are being classified.

ENGLAND.

LONDON.— Princess Christian of Schleswig-Holstein opened the new premises of the Association for Promoting the General Welfare of the Blind, at 258 Tottenham-court-road, of which her Majesty the Queen is the patroness, and the Prince of Wales, Prince Christian, and the Duke of Teck patrons. The association was founded in 1856 by the late Miss Gilbert, daughter of Bishop Gilbert, of Chichester, who was herself blind, for the purposes of teaching trades to adults who are sightless, and of giving them employment both at home and in the workshops of the association, as well as providing them with material and selling their goods. Upwards of £400 is also given away yearly in gifts and pensions to the aged and infirm blind.—*The (York) Evening Press.*

AT the official residence of the Rt. Hon. W. E. Gladstone a private reception was given August 3 to a cycling party from the Royal Normal College for the Blind. It was a delightful occasion which the cyclists enjoyed to the utmost. On their return through the traffic of London, as they were passing Hadley Obelisk, the tandem, which Dr. Campbell and his son Harry were riding, suddenly parted, and Dr. Campbell sustained very serious injuries. Later advices report his condition so far improved that he is able to sit up.

YORK.— WILBERFORCE SCHOOL FOR THE BLIND.— Mr. Arthur N. Shaw, formerly a pupil of the Wilberforce School for the Blind, after having completed his course at Oxford, where he held the "Fawcett" Scholarship, obtained by competitive examination, has been so eminently successful at the end of his course as to be placed in the First Class in Law and Jurisprudence, with high congratulations on his work.— *The (York) Evening Press.*

FLORIDA.

The Florida Blind and Deaf-mute Institute celebrated its annual picnic on Friday, June 2. Four commodious vehicles conveyed the party from the institute to the ferry, whence a large sailboat took them across the bay. The party being too large for the boat, two trips were necessary, and the sail was one of the most enjoyable features of the day. From the boat a train took the merry party down the coast, past the light-house, and through the live oaks and magnolias to South Beach, where hammocks were swung, bathing suits unpacked, and the bicycle put in order; and, when the generous luncheon was spread for them, it is needless to say that it was welcomed with seaside appetites. The gathering of shells, starfishes, and other curiosities afforded amusement to those who did not care to renew the more active sports of the morning, and at five o'clock a sunburnt, weary, happy party took the train to return to the institute.

The school will reopen the first Monday in October; but the pupils will greatly miss Principal and Mrs. Caldwell, who, like many other valuable officers in our schools, have been driven out for political reasons.

ILLINOIS.

CHICAGO.— The society here which has had charge of the library of volumes in Moon's type has discontinued its work. The books have been presented to the Public Library, which is so pressed for room that it has been obliged to delay receiving them until it could arrange where to bestow them. Meantime, the readers of embossed literature are longing for books.

MASSACHUSETTS.

BOSTON.— It was a novel sight, the stage of Boston Theatre occupied by the pupils of Perkins Institution and its kindergarten on the afternoon of June 6; but on that extremely hot day it was really refreshing to see the children in summer dress, seated in the midst of a grove, a clear lake in the background. The theatre gave them the needed advantages of a larger stage and a larger auditorium than Tremont Temple has supplied.

The Listener of the *Transcript* "was most taken with the colloquy between the boys of the graduating class. This original talk about the boys' own share in the world's work was so natural a thing and yet so really good as a piece of literature, and so excellently

delivered, that it gave one the impression that this year's graduating class is one of unusual ability." He remarked, too, the speech (articulate) of little Willie Robin in the "Flower Garden," and Helen Keller's reading of Longfellow's "Flowers," "a most wonderful and thrilling thing." New features were introduced into the gymnastic exercises of the girls,— new at least, as stage performances, though practiced in the school gymnasium. They climbed ropes to a distance of some fifteen feet and descended with graceful agility, and they displayed both courage and skill in their vaulting exercises.

MICHIGAN.

SCHOOL FOR THE BLIND, LANSING.— Weeks and even months were spent in planning a successful termination of the work of the school year in the closing exercises, which extended from June 15 to June 20; and each student felt that he (or she) had something to do in accomplishing the desired end. The examinations of the several departments occupied two days, in addition to which there were the public entertainment given by the League, a literary society composed of pupils of both sexes; the baccalaureate sermon, the commencement concert; and the exercises closed with an address by Mr. Bement, the local trustee, who presented the diplomas to the graduates,— Floyd Wait, Fred Kurtz, Frank Openshaw, and George Trumbell.

The school will reopen on September 13, with a new superintendent, Mr. E. P. Church succeeding Mr. John Fanning resigned.

NEBRASKA.

THE NEBRASKA INSTITUTION FOR THE BLIND has suffered from several changes of superintendent. Mr. J. B. Parmelee, who had directed the institution for several years, was succeeded May 4, 1891, by Mr. C. D. Rakestraw, who had been in charge only a few days when he was notified to vacate and turn the institution over to Mr. Parmelee. On Feb. 15, 1892, Mr. Parmelee again transferred his charge to Mr. Rakestraw, who remained principal until he was succeeded by Mr. William Ebright. Regarding these changes Mr. Rakestraw says in his report: —

"While recognizing that changing a principal of an educational institution is sometimes a good thing and brings about most beneficial results for the institution, yet the 'see-saw' experience of this institution during the past year forcibly calls our attention to the fact that speedy legislation should be enacted whereby the

Nebraska Institution for the Blind shall be removed from politics."

The enrolment for 1891–92 was one hundred pupils; and, although this is a notable increase as compared with former years, it is far from satisfactory, considering the fact that the United States census gives a list of some three hundred persons of school age whose sight is insufficient to allow them to be educated in the common schools. In order to bring this matter to the attention of the parents, in August, 1892, Mr. Rakestraw addressed to them a circular letter setting forth the advantages of the school, and urging the importance of educating their blind children.

The closing exercises of the last school year extended over four days, June 11–14. On Sunday evening, June 11, there was a sermon to the school by Dr. Green; on Monday evening, the annual musical and rhetorical exercises were given; on Tuesday afternoon, the closing recital of the musical department; on Wednesday afternoon, musical and rhetorical exercises of the intermediate class, and, in the evening, the exhibition of the junior class. The graduates were six in number.

NEW MEXICO.

SANTA FE.— The efforts of Lars M. Larson, superintendent of the school for the deaf, to induce the General Assembly of New Mexico to provide for the education of the blind, have at last been crowned with success. A bill to establish and maintain a new institution, under the name of "New Mexico Institute for the Deaf and the Blind," passed the Assembly last winter, but through some inadvertence was not sent to the governor for signature. The Assembly had, however, appropriated fifteen thousand dollars for the existing institution, under the title of the "New Mexico Asylum for the Deaf, Dumb, and Blind"; and the school will be reorganized with separate departments for the deaf and the blind at the opening of the term in September.

PENNSYLVANIA.

PITTSBURGH.—The Western Pennsylvania Institution for the Blind celebrated its commencement exercises on the evening of June 19, at the Butler Street Methodist Episcopal Church, which was tastefully decorated for the occasion with flowers and palms. In addition to the musical and literary programme an exhibition of the handiwork of the pupils was given. Among those who took

part on this occasion was Thomas H. Little, the boy whose remarkable memory and skill in music and numbers has already been mentioned in these pages. The large audience testified their interest in the occasion by their frequent and enthusiastic applause.

On June 20 the school closed for the summer. Both managers and pupils are looking forward to the completion of their handsome new building which is now in process of erection.

VIRGINIA.

THE VIRGINIA INSTITUTION FOR THE DEAF AND DUMB AND THE BLIND.—The annual concert of the blind department was held in the music hall of the institution on Monday, June 12, the commencement exercises on Wednesday morning, June 14, and in the evening the pupils had their final party. The distribution of prizes and medals was an important feature of the commencement exercises. Of the ten institution gold medals given, six were awarded to pupils of the blind department as follows: Shield medal to W. E. Briggs, for excellence in conduct and lessons; star medal to Bessie Staples for the same; lyre medal to Charles F. Heard for improvement in music; Miltonian Literary Association, gold medals to Eddie Briggs and Charles F. Heard; Merrillat Literary Association, gold medal to Katie Doherty.

On the following day the pupils started for their homes. The usual rate of two cents per mile was granted by all the railroads except the Baltimore & Ohio, over which full rates were charged as usual.

The next session of the institution will begin on Wednesday, September 6; and the annual opening party will be given on Friday evening, September 8.

WEST VIRGINIA.

THE WEST VIRGINIA INSTITUTION FOR THE DEAF AND THE BLIND closed in June with a concert and exhibition by the pupils of both departments. Somewhat recently the Wait system of musical notation has been introduced into the department for the blind. The pupils are so delighted at being able to read and write music that one of their number, Master Harry Lyons, has composed a piano solo which he has named the "Wait Point Waltz." It was given at the closing exercises, and we understand it is to be published.

EDITORIAL NOTES.

IT is a matter of rejoicing that the conspiring politicians missed their mark; and in their efforts to remove Superintendent Ray were foiled by the firm action of Governor Waite in the impeachment case, which resulted in the appointment of two new trustees. The Board of Trustees has reinstated Mr. Ray as superintendent of the Colorado School for the Deaf and the Blind for two years.

* * *

SOME other schools have been less fortunate than Colorado. At least five of our institutions are changing superintendents this year; namely, New York State, Michigan, Illinois, Tennessee, Florida, and possibly one or two others. In some of these instances, the retirement of the officers has been voluntary; but the changes which are made for *political reasons only* are deplorable, detrimental to the schools and a disgrace to our government.

* * *

THE Congress of Educators of the Blind at Chicago, with kindred topics, occupies so much of the present number that some articles and items which would otherwise have appeared must be delayed. It is our intention to give to our readers the greater part of the papers which were read, many of which are of great interest. The non-attendance of so large a proportion of the superintendents of our schools was a great disappointment. We hope that the lack of interest and enthusiasm in the work, which such absence implies, is not as real as it appears; and we know that in some cases it has only been due to the pressure of other duties.

* * *

WE were greatly impressed with the numerous opportunities which the World's Fair affords us. It has been our privilege to visit a number of kindred exhibits, and we found at Chicago more generous arrangements, less frequent reminders of "Hands

off!" than ever before. All who can should improve this grand opportunity. The magnitude of the exhibition makes it important that visitors should inform themselves as much as possible in advance, and make the days count by having distinct aims.

* * *

As the stereotype-maker becomes better known, it grows in favor. Indeed, it could hardly be otherwise; for the value of such a machine, not only in the preparation of books and music, but in facilitating daily school work, can hardly be overestimated. Even in preparing lessons for class-work in various studies, it is well worth its cost, $115. The Perkins Institution has recently ordered one, and one or two other schools have it in contemplation.

* * *

"MEMORY BELLS" is the title of a pleasing piano piece, in nocturne style, of somewhat less than medium difficulty, and easy to commit. It is composed by Miss Cora Montgomery, a pupil of the Missouri School for the Blind, and was published by one of the teachers for the benefit of the composer. We hope that musicians will feel disposed to help this young student, when making selections. Copies can be obtained by addressing Miss Montgomery, School for the Blind, St. Louis, Mo.

* * *

THE first volume of "Landon's New Method for the Pianoforte" has recently been published by the Perkins Institution, Boston. Price $2.

THE MENTOR

VOL. III. OCTOBER, 1893. No. 8

CONGRESS OF EDUCATORS OF THE BLIND HELD AT CHICAGO, JULY, 1893.

II.

THE second session of the Congress of Educators of the Blind opened on Wednesday morning, July 19, with prayer by Rev. W. F. Short. This was followed by a series of four papers representing the systems of embossed printing. Dr. William Moon, of Brighton, England, the author of the system which bears his name, was unable to be present. His son, Dr. Robert C. Moon, of Philadelphia, responded on his behalf by preparing an article which he sent to the Congress; and Mr. B. B. Huntoon, Secretary, read the paper upon

THE MOON SYSTEM.

Its chief points were as follows: —

The first successful attempt at embossed printing was made in Paris about one hundred and ten years ago by Valentin Haüy. Next followed the efforts of Gall and Allston in Scotland, whose type was difficult to decipher. Lucas and Frere then sought to remedy this difficulty by the introduction of stenographic characters. Prior to 1840 a young man, Dr. William Moon, of Brighton, England, who had lost his sight, began to study and to teach embossed print; and the difficulties which he experienced led him to undertake the construction of a system of reading adapted to all classes and capacities of the blind. Among

his pupils was a lad who for five years had tried to learn to read in the various systems, but without success. Dr. Moon arranged an alphabet consisting of nine very simple characters, which, by being placed in different positions, represented the twenty-six letters. He tested it with his pupil who had failed in every previous effort to learn to read, and in ten days the boy was able to read easy sentences.

Fifty years have passed since then; Dr. Moon now says, "It has been for me a long night, but a bright day."

In that period 194,993 volumes have been embossed in this type, and these books are printed in 420 different languages and dialects. The majority of the blind are over fifty years of age; and, in order that they may learn to read by touch, they need a system composed of very simple characters with full orthography, and such a system should have a wide extent. Sir Charles Lowther, now ninety years of age, has a full library in this type. Books are printed in the Moon system both in London and in Philadelphia, and the society which promotes this work is under the protection of her most gracious Majesty the Queen.

The paper on

BRAILLE POINT WRITING,

by Mr. J. W. Smith, was read by Mr. M. Anagnos. It mentioned briefly the various stages of progress in the evolution of embossed systems, from the first successful efforts of Valentin Haüy to the latest development known as the American Braille, remarking the defects which produced successive changes and improvements. The types of Haüy, Gall, and Allston, failed through lack of tangibility. The systems of Lucas and Frere gave somewhat more legible characters; but, being stenographic in character, they were not generally acceptable. Dr. Moon introduced a system of unquestioned tangibility, its defect being its bulkiness.

The improvements in the embossed Roman letter, made, for the most part, under the direction of Dr. Howe, brought a degree of perfection which has enabled the Boston type to hold a prominent place for half a century. Nevertheless, for some readers it seemed not sufficiently tangible. Meanwhile the demand for a means of embossed *writing* brought forth two point systems, the Braille and the New York, each of which has a musical notation. The defect of the Braille lay in the arrangement of its characters, by which many letters of frequent occurrence consisted of a considerable number of dots, so that the writing (accomplished point by point) was made unnecessarily laborious; also in the injudicious selection and arrangement of the contractions of the English version of this system. The New York code sought to remedy the first of these defects by adopting the principle of recurrence; and, by a horizontal instead of a vertical position of its characters, it saved considerable space. Its chief defects were that, in saving superficial space, it increased the linear space which must be travelled by the finger of the reader, and that its loss of characters by the horizontal arrangement was made up by unsatisfactory devices for punctuation and by the introduction of longer and undesirable characters, from which the musical notation suffers even more than the literary code. The American Braille corrected the defects of the original system by adopting the principle of recurrence; and, by reducing the list of English contractions, made it at once simpler and more effective. Almost simultaneously with its introduction came the Hall Braille-writer, so greatly facilitating the literary, musical, and mathematical work of the pupils that it gives them a fresh impetus; and, a little later, the Braille stereotype-maker, which presages the end of the slow and toilsome labor of embossing books with the stylus, and the expensive work of type-setting and stereotyping.

In the various stages of evolution through which embossed systems have passed the operation of the law of natural selection has persistently demanded the supply of

what was lacking or the perfection of what was incomplete, culminating at last in the American Braille, "a worthy third character in the trinity of systems, to reign until the further progress of evolution shall reconcile the discordant factions into a peaceful unity and agreement upon a single system of writing and printing which, by different sizes of type or scale, may be adapted to the needs of the blind of all classes."

THE NEW YORK SYSTEM OF PUNCTOGRAPHY

was presented by Mr. William B. Wait, Superintendent of the New York Institution for the Blind, in an article which was read by Mr. Huntoon.

As the members of the Congress were familiar with the efforts for devising systems of embossed literature, beginning with that of Haüy, 1784–86, Mr. Wait did not enter into a comparison of the specific efforts, but sought to point out the conditions and principles by which the values of all systems may be tested.

"There are four crucial tests by which the value of any embossed system may be correctly determined: —

"*First*, it must be so constructed as to properly excite the organs of touch. This is the physiological test.

"*Second*, it must be easily available for hand-embossing or handwriting. This is the chirographical test.

"*Third*, it should furnish the materials of a correct notation for music and mathematics, and for the correct transcription of other languages into our written forms. This is the test of variable adaptation.

"*Fourth*, the signs should be equivalent to and agree with the letters, punctuation marks, and symbols used in literature, music, and mathematics. This is the test of correspondence.

"Any system failing to meet the requirements of these tests should be considered fatally defective.

"The organs of touch used in reading are simply the tips of the fingers, usually the palm surface of the index finger

only. The motion of the finger upon the surface of any given letter is confined to narrow limits, and the exercise of the muscles which gives rise to the sense of resistance and the idea of form is quite wanting. Here is the real cause of the insufficiency of all the Roman forms. The assumed power of the sense of touch to differentiate the forms of the Roman letters, when embossed, does not exist. Finger reading of the Roman letters does not depend upon the recognition of their forms, constituting a series of rapid and ever changing form perceptions, but upon consciousness of a difference in the sensations of contact produced by the raised characters as the fingers pass over them. There are three stages in the contact with each letter,—namely, the initial, the passing, and the terminal; and with one or more of the corresponding sensations each letter must be clearly associated as the exciting cause."

Mr. Wait thinks that the Roman letter forms are "deficient in variety and intensity" for exciting touch sensations, and that only those who are suitably organized can learn to read by that method. Moreover, that they are not modelled on a correct basis is indicated by the many modifications that have been resorted to without avail. As direct evidence of the insufficiency of these forms, he relates an experiment made at the New York Institution many years ago. The test extended over two years, the pupils reading every day at the same hour, the classes graded weekly, and every effort made to secure the best results. At the end of that time 32 per cent. were unable to read. "Inquiry and personal visitation revealed a similar condition in all of the older and larger schools in the country. In one of the largest schools 58 per cent. of the pupils were classed as non-readers, and in every school this group included many of the brightest pupils."

Under the chirographic test the Roman forms fail on account of their lineal structure, no practical method of embossing lines by handwriting having been devised. The physiological deficiency is due to their composite lineal structure; and, by the tests of utility and corre-

spondence, they must be rejected, not only as deficient in symbols, but as affording no practical basis for the notation of music or mathematics.

By the same tests Mr. Wait then examines punctography as a means of tangible expression. The unit of structure is a single point, and no person of normal nervous organization will fail to be conscious of the sensation excited by the contact of the palm of the finger with such a point. But the sensations necessary for touch-reading are many, and require a corresponding number of objects, each exciting a distinct mental impression. Mr. Wait explains the process thus: —

"It has been found that, when the finger is applied to two points whose apex distance is less than one-twelfth of an inch (approximately), two separate sensations do not arise, but only a single sensation, which is referred to a single exciting cause; in other words, the mind recognizes but one object. When the distance is increased to one-twelfth of an inch or more, then two distinct sensations arise at the same time, which the mind associates with two exciting causes. The ideas of relative distance and position are also established; and the points are observed as being upper or lower, vertical, oblique, or horizontal. The conjoint sensations excited by two or more points are generalized into a single distinct thought corresponding to their number and relative position. If the number of points is too great to be taken under the finger at the same time, then the initial, passing, and terminal sensations generated by the motion of the finger will fix the number and relative position of the points, and thus establish the identity of the sign."

In the experiment already mentioned 32 per cent. of the pupils who had failed to read the line letters, in common with others, learned the New York system in eleven lessons of an hour each; and the widest experience has confirmed its sufficiency under the physiological test. As to the chirographic test, it need only be said that wherever the system is known it is used in the written form. In

regard to music and mathematics, it furnishes a complete tangible equivalent for the melodic, harmonic, metric, dynamic, technical, numerical, and algebraic signs belonging to these subjects; and, under the tests of adaptation, the New York system has shown itself equal to every demand.

In addition to the principal standards already noticed, Mr. Wait mentions two subsidiary tests which he considers of but slightly less importance. These embrace the elements of economy and structural unity. First, in constructing a point system, it should be alphabetic, not phonetic or stenographic; and, second, the number of points assigned each letter should be determined by the principle of recurrence.

"In the work of construction," he says, "two courses are open. The signs may be disposed upon a vertical base form, thus: ⠒; or upon a series of base forms, thus: ⠂ ⠒ ⠲ ⠶.

"The great object to be gained by the recurrent principle is economy of space; but, as is well known, the vertical plan renders the principle almost fruitless in respect to matter printed in full alphabetic form. The horizontal plan, on the contrary, as carried out in the New York system, secures the full advantage of the principle, in economy of space in printed matter and in saving of space and of time in writing. . . . Closely allied with the subject of economy is that of abbreviation, the scope and method of which depend upon the amount of material available for this purpose. Here the capacity for extension or enlargement is the factor which determines values. The vertical plan admits 63 separate signs in all; and this number cannot be increased without doubling,—a practice which must result in so much ambiguity and confusion as to render it impracticable. On the horizontal plan we derive 120 distinct signs from the first four base forms: ⠂ ⠒ ⠲ ⠶, the number yielded by each respectively being 3, 9, 27, 81,—total, 120. The fifth base, ⠿, yields 243

additional signs. These are not the result of capricious construction having no discernible order, but are derived from the first and second base forms through a simple and regular method of combination. The whole series may be arranged in three great groups, each of these groups having nine divisions, with nine signs in each division."

The order and method which mark the development of this system of signs lead to the conclusion that it affords the true basis of tangible shorthand, an important subject which awaits development, and for which the New York system furnishes ample resources.

Regarding structural unity Mr. Wait says: "The vertical base, like the lineal idea, points to no definite or necessary formation; and, therefore, it is the prolific germ of several different varieties, all being constructed upon the same unstable foundation. . . . On the other hand, the New York system is a unit, the structure of which has been so clearly determined by essential, controlling principles as to preclude any necessity for its rearrangement or for a duplication. The improvement and expansion of the system will go on upon the lines already established, but there can be neither reason nor room for another code on the same basis."

It has been the endeavor to provide a complete series of text-books and music for every grade of pupils in literature and music, the counterparts of standard works in ink print. Besides these there are books of prose and poetry, of fiction, biography, travel, etc. The entire Bible is being published by the American Bible Society, and the International Series of Sunday-school Lessons are published weekly by the Society for Printing Religious Literature.

The paper closes with these words: —

"Alone fulfilling all the requirements of the standards by which the value of a system can rightly be determined, — holding, as it does, the most intimate and extended relations with the education of the blind, and associated, as it is, with the welfare of the blind in all parts of the

country, through the work of the two great societies heretofore mentioned,— the New York system deserves cordial and undivided support, and fully justifies the action taken, in 1892, by the trustees of the American Printing House for the Blind, whereby it was for the fifth time approved and adopted in preference to all other systems as the one in which all future new publications should be made.

"If the premises herein laid down be correct, if the arguments advanced and the conclusions drawn be right, we have not only established the superior character and importance of the New York system, but, in so doing, have also made plain the path of wisdom and of duty that lies before us."

Dr. Frank Rainey, of Austin, Tex., then read the last paper of the series, the subject of which was

THE ROMAN LETTER.

"I am an earnest and even enthusiastic advocate of the Roman letter for literary work, for the good reason that I wish, as far as possible, to untypify the blind; to unclass them, and represent them upon the world's canvas, not as a distinct group, but in common with the human race as essential integrants of the people as a whole. In childhood, the plastic period of life, we must begin to educate and mould the character of every human being; and, to do so properly, we should select with care the methods, tangible or otherwise, which we intend to use to accomplish that purpose. A blind child will learn to think and act just as it is instructed by its teacher. If we use the ordinary methods, the child will talk and think like seeing persons: whereas, if we use odd or extraordinary methods, it will not have the same conception of concrete things as we do. We must give the child in its school-room, as far as possible or practicable, every method used by seeing persons. . . . I prefer the combined type of the American Printing House for the Blind; next, the Boston type. I

am in favor of a point system for writing and music, but I favor the Roman letter for all other purposes."

In support of this idea Dr. Rainey cites the work, opinions, and influence of M. Haüy, Mr. Gall, the Royal Society of Arts, the American Association of Instructors of the Blind in a series of resolutions passed in 1872, the London School Board, Dr. S. G. Howe, William Chapin, N. B. Kneass, Jr., David A. Wood, G. S. Smead, Dr. A. D. Lord, Mr. Otis Patten, and others who have presented arguments in favor of the line letter.

Nearly all the supposed improvements for facilitating writing have been based upon the idea that the majority of the blind are adults; and, from consideration for them, the opponents of the Roman letter urge its inferior tangibility. Dr. Rainey thinks, however, that the greater legibility of the Moon system is owing chiefly to its large type, which measures one-fourth of an inch, and that a Roman type of the same size could be read with still greater ease, because of its clearly defined form and distinctive features. The Moon system occupies too much space, and its volumes are too unwieldy for convenient use. The sixty-four volumes of the Moon Bible can be printed in eight volumes with Roman type. It is a good system, however, for the adult blind who have passed the meridian of life. But the interests of the youth and young adults are paramount; and they, when properly taught, can read the Roman letter with facility. To sustain this statement, he cites the testimony of Mr. Lothian, who says: —

"Roman characters vary from one-eighth of an inch and under to three-sixteenths of an inch. I have ascertained the 'minimum tactile' in Roman lower case, and found and proven it before witnesses that a blind person of long education and good touch can decipher characters down to the one-sixteenth of an inch. At three thirty-seconds this character can be made out without much difficulty; at one-eighth, with comfort and ease; at three-sixteenths, with very great readiness."

Dr. Rainey quotes Mr. Marston of Worcester, England,

as having known men from fifty to sixty years of age who read the Roman letter which they had learned in the later years of life, and as himself preferring the small Roman type for quick reading. Dr. Campbell of the Royal Normal College, Mr. Mead of the Blind Visiting Society, and Mr. W. Harris of Leicester are also quoted in favor of this type.

In comparison with the point character, the experiments in other American schools which sustain the claim of the superior tangibility of the latter, meet with an adverse report in the Texas school, where a better opportunity is given for a just comparison, the pupils being taught both systems from early childhood and having text-books in both. Dr. Rainey says: —

"The whole school, without any known exceptions, express themselves in favor of the Roman letter. They read it better, as a rule, than point: they can read it longer than point without a sense of fatigue: it never irritates the end of the finger: they can understand with less effort and trouble the superior and less complicated system of punctuation: they appreciate the advantage of sighted assistance, even when in school: it pleases them to know that strangers, when visiting, can overlook them when reading, and see whether they read correctly or not: it pleases them to show that they can read from one hundred and forty to one hundred and fifty-five words in one minute in the system used by seeing persons; and it pleases them to know that they are in accord with the seeing world in this one particular, at least. I took occasion just before our last session ended to examine a class of boys in reading, both in Roman letter and in New York point. There were ten in the class, and all had learned to read in both systems after they had passed the age of fourteen years. All of them had learned to read about the same time, and none of them had been long in school. All of them preferred the Roman letter; and, with one exception, all of them read that character somewhat better than point."

As advantages arising from the use of this type, Dr. Rainey says that mothers, brothers, and sisters can be of help during vacations, or to enable the child to get a start in the ordinary schools, or, when dissatisfied with his supposed want of progress at the institution, by teaching him at home; and that his girl graduates make fairly good governesses, if the children be given books which they can use as well as herself.

To the objection that the Roman letter cannot be used for writing or music Dr. Rainey replies that it cannot be used for either of these purposes by seeing persons, who require three distinct methods for reading, writing, and music: whereas the blind need only two,— the Roman for reading, and point for writing and music. He continues:

"The point friends study psychology and physiology, and, theorizing over touch sensations, finally conclude that the Roman letter is based on incorrect physiological principles. Straightway they reason thus: 'In the point type there is this advantage: the scholar gets his knowledge through a sensation, and not through a perception. In the line letter he must discover the *form*, or outline,— must perceive something: whereas, if he can discover the letter by sensations readily converted into simple perceptions, then he has a shorter and better road. In their judgment, touch is not a perceptive faculty, but affords sensations only,— having no function whatever to give us perceptions as such; and in that fact lies the great superiority of the point character of any kind over the complex line letter.' I believe that their opinion as to the necessary discovery of form is applicable to the point letter also. They object to discovering a letter by its form or outline, and want a letter to be built up synthetically, by repeated tactile sensations, each converted into a simple perception; but, then, if they deny the idea of form for their point characters, they must be willing to admit the idea of 'arrangement' as a substitute, for, if a child, by consecutive, simple perceptions,— feeling each dot separately,— builds up the letter *k* or *g* or *x* or *z*, then he must perceive the arrange-

ment of the whole letter just the same as the child, after following the complex feature of a line letter, finally perceives the form or the arrangement. The distinctive features of Roman letter and New York or Braille point may be described as follows: the first is complex, in that it is a form made of straight lines, curved lines, and angles, with no solutions of continuity in the course of the lines. The point character, when composed of more than one dot, is complex, in that it consists of many parts, — all of which, however, are alike, — the whole method broken by frequent and regular solutions of continuity, developing elevations and spaces, and, I say, form, or its synonyms, — arrangement, method, order. Now, then, they say that the scholar gets knowledge through a sensation, — for touch has no perceptive faculty of itself, — and, further, that no idea of form can be obtained unless there is resistance coupled with motion. That is correct physiological reasoning; but then, when the child puts his finger, which is convex, on the character *k*, he will have four distinct sensations, giving merely a sense of resistance, but no perception. Now, then, as they contend that there is no form, how will he have knowledge? He must, then, have motion to complete his intention; that is, to get an idea of form or arrangement: the child must perceive something, and, by the aid of resistance and motion, he gets a complete arrangement. The Roman letters have distinct forms, with no solution of continuity; but in the point letter, if a dot should be flattened, the solution of continuity or spaces are lengthened, creating disorder, for then there will be only three sensations; the order is broken, and confusion results. This is a grave defect in the point system. The truth is that there is no difficulty in learning the form; for the child must first learn it in either system, or at least must know the arrangement of either character, before he can proceed from one letter to another.

"On the psychology of blindness Mr. Neill says, 'Sight gives us perception of a complex whole at a glance, — sight-glance, — then by analysis we dissect it into parts: whereas

the blind, by synthesis, through successive tactile sensations, linking experience unto experience, build the parts into a complex whole.' "

Dr. Rainey then proceeds to show that the point character is a complex whole, or a form; that the blind child builds up the letter *b*, dot by dot, into a whole. So, also, when he feels two vertical straight lines, then a horizontal line between, he puts them together, and finds a form,— the Roman letter *H*. In the one instance he puts dots into arrangement, or form: in the other he puts lines together for the same purpose. Dr. Carpenter, in his work on physiology, speaking of the sense of touch as it concerns the blind, says, "After a short period of diligent application the individual becomes able to recognize the combination of letters in words without forming a separate conception of each letter, and can read line after line by passing the finger over each with considerable rapidity." In like manner Dr. Rainey says that after a child has learned to read the Roman letter fairly well according to the method adopted in the Texas school, passing his finger rapidly over the letters, "there is not only sensation, but immediate conception, the physiological functions allowing no distinction between sensation and conception, the movement being so sudden that he takes the whole word at a glance,— a tactile glance."

Dr. Rainey then presents some of the difficulties in and objections to the New York point, such as the necessity for considering the position of the points,— the change or reversal of a dot giving a different letter,— and its cumbersome punctuation, notably the hyphen, apostrophe, and even the period, when the terminal letter of the last word in a sentence is *p* to be followed by a *p* or five dots. In many respects he thinks the Braille point presents the same difficulties, and considers any system defective whose structure depends upon position, reversion, and substitution.

Dr. Rainey thinks that frequent discussions upon the subject of music and literary work have brought about so

great changes of opinion that our schools are farther off from uniformity than ever, and that, in this state of affairs, "we should mutually agree to disagree, recognize the true condition of things,— that is, that no one method is universally or even generally acknowledged to be the superior of any other,— and then set about to remedy the trouble by a compromise. In America we can do this by agreeing that the American Printing House for the Blind shall print for literary work 20 per cent. each of Roman letter, Braille point, and New York point, and 20 per cent. each for music in the two last mentioned. As for the less important methods, leave each school to govern itself."

Instruction in music was the subject next considered.

The name of F. J. Campbell, LL.D., Superintendent of the Royal Normal College, London, England, was first in order; but the paper sent by him, being on a different subject, will be presented later. The second paper, which was in reality the first in response to the topic suggested, was by Professor Wallace P. Day, Musical Director of the Illinois Institution for the Blind, entitled

MUSIC IN SCHOOLS FOR THE BLIND.

Professor Day mentioned the difficulty he experienced in his endeavors to crowd as much as possible into the brief space allotted. He began by giving an outline of the musical work as carried on at the Illinois Institution, where lessons begin in the kindergarten with simple exercises of single tones, using the natural tonal progressions of all music,— the major scale. Following the simplest diatonic progressions, skips are introduced gradually, always bearing in mind the whole scale as a basis of thought. Instruction in the Braille notation is commenced here, and carried far enough to enable the children to read their exercises and to learn to think quickly and reason correctly. In these exercises relative pitch is acquired, the principles of rhythm are learned, and expression practiced.

Such is the work of the first year; and here beginners on the pianoforte are selected, and the study of instrumental music, for those of fair ability, follows.

The work with the sight-singing classes is continued by the vocal teacher in classes numbering from ten to fifteen. Exercises are written to correspond with the degree of attainment of the pupils, a plate is prepared on the Hall stereotype-maker, and printed copies are ready for the next lesson. Professor Day considers the orchestra a useful and necessary part of the musical training; for, although the frequently changing *personnel* is a hindrance to the most finished performance, yet it is valuable practice for developing the powers of those who are really talented. Some of the best orchestral players have no ability on the piano, and would do nothing in instrumental music if it were not for the orchestra. A number of these attain moderate success as soloists, and develop some aptitude for teaching.

In the harmony classes "Emery's Elements" is the text-book used, Professor Day considering it the best because it is the simplest, and gives few rules in few words. A part of the exercises the class write for practice in the musical notation; a part are read from memory, in order to cultivate the power of retaining in mind an elaborated passage founded upon a memorized simple passage; others are played upon the piano, so as to show the practical results of the study of harmony; and pupils are required to tell by ear the names of chords, their position, inversion, etc. Here, again, the stereotype-maker is a great help. Plates of all the lessons in the book are prepared, so that no time is lost in writing the lesson for the next day.

Professor Day says little about pianoforte and vocal work, because that subject is so familiar; but he remarks the desirability of making a specialty of one or two instruments while learning as much as possible of others.

The point which he especially emphasizes, and on which he dwells at considerable length, is that pupils who expect to make music a means of livelihood have too much to do in other lines of work. While realizing the impor-

tance, and even "the absolute necessity, of a sound literary education for a professional musician," he still thinks it questionable how far that education ought to be carried in schools for the blind in this country. He quotes similar opinions of others, and cites examples from his own observation, then suggests what he considers a reasonable course for a boy who is within two or three years of the close of his school life, as follows: —

"As his seeing competitors-to-be are probably practicing five or six hours a day, I do not think that I am making an exorbitant demand upon his time to require that he practice three hours each day, which, instead of being one-third more, is one-third less. Then, in addition, there should be an hour's work in the tuning-room, either at tuning practice or repairs; for every good music pupil should be taught tuning as another very important means of livelihood. Then, as a most natural sequence, the good piano pupil finds his way to the pipe-organ. This is an important study, not only for actual organ-playing and additional income, but as an invaluable aid to forming a teaching connection. I myself used to practice two hours a day on the organ. Some of my fellow-students practiced three hours. So I think we may safely allow our blind student one and a half hours. Our harmony classes meet for a half-hour each day, and the necessary preparation will take at least one-half hour more. Our chorus class meets for an hour four days in the week; and, as far as possible, I require all piano pupils to attend. So I find that I have already provided for eight hours each day, including the time for the taking of lessons and work of preparation."

No time has been allowed for orchestral instruments or special vocal work, nor for giving lessons to others, which Professor Day considers a necessary part of the training of his pupils.

In conclusion, Professor Day by no means advocates the lowering of the literary standard; for, while a number of their former pupils are making a success with music,

others have entered upon a university course with exceptionally good prospects. Yet the best music pupils, if they would be fully equipped for the competition they are sure to meet, have not time for a full literary course. If these schools for the blind are not music schools for those who are to make a profession of music, what conservatory will they attend, and how are they to do it? Let us endeavor to arrange the course of education upon a broad and practical basis, and of our music pupils make "musicians who will respect and love their art, and, above all, musicians who can earn their own bread and butter."

A very able paper on the same subject, by Professor John A. Simpson,* of the North Carolina Institution for the Blind, followed. This, like the preceding paper, was read by Mr. Huntoon; and in its general character it resembled that of Professor Day.

In any well-considered scheme for the education of the blind provision is made for instruction in music, which becomes for them both work and pleasure. In the outset we appeal to nature for the shortest methods, but no method can make it other than a great difficulty to secure that thoroughness and exactness of training which we ought to require. Familiarity with the key-board of the piano should be cultivated very early.

Professor Simpson is fully in accord with Professor Day in deploring the shortness of the time allowed for the practice of music in our schools and in regretting the arrangement of literary and industrial work which allows no opportunity to increase it. He considers one to three hours' practice per day wholly insufficient.

The training in music should be systematic. The lessons for beginners should be short and easy to remember. Lessons in harmony should begin early, and counterpart should follow.

The violin and the brass band are important factors in

*We greatly regret that the illness of Professor Simpson prevents a more comprehensive report of his excellent article.

musical training, which have heretofore received too little attention; and the same, he thinks, is true of vocal music. He considers that ability to give instruction in vocal culture is of great importance, and that blind pupils should receive instruction in both the theory and practice of teaching.

Professor Simpson dwells upon the importance of the proper preparation of the blind for the successful pursuit of music or other studies, and emphasizes the value of bodily exercise, which tends to develop physical courage. The blind should be taught to do well whatever they undertake. The mind rather than the hand must supply the lack of sight.

In closing, Professor Simpson spoke with peculiar fitness of the influence of character in education, and its bearing upon the success of the blind in whatever avocation they may pursue after leaving school.

(*To be continued.*)

PHILOSOPHY FOR THE BLIND.

CAN the blind, who see so much nowadays, discern things philosophical? Not only do I think they can, but I believe that philosophy is trending muscleward,—a direction that is encouraging to the sightless. We all have philosophical, common-sense opinions of some sort: they are instinctive (when not "traditional"), and therefore of muscular origin. For instinct is the conscious trend of impulse, outer muscular feeling, in some direction felt to be the line of the least resistance. We believe this or that from the heart: we "feel it in our bones." From the muscle feeling come those simple, practical notions of force and energy, nature and self, possessed by all men. "Objects" around us are representatives of

force,— outer energy, the muscularity of "nature," — so "gravity," "cohesion," "heat," etc., are all "modes of motion" (objective term for movement). What is matter but that which it can *do*? Matter is symbolic of force, as thought is representative of energy. Language, whether denoting facts of the external or of the internal world, is energetic: the barest abstract noun, late in origin, denotes qualities all of which are at first conceived of as belonging to something or some one — originally, some one — who *does* something or causes something to be done. Philosophy is now beginning to act as if it thought that matter and mind are symbolic of that force, energy, whose distribution and development and integration according to modes or "laws" it is the business of science *and* philosophy to investigate.

On the matter side philosophy is integrating the phenomena of external nature by means of atomic and undulatory theories. On the mind side the new physiological psychology has conquered a place for the reflex arc as a starting-point; and the impulse view of mind will force its way into æsthetics, dialectics, and ethics. Character-life consists in the distribution, control, guidance, and integration of impulse. Now, the regular, rhythmic, and vital going-forth of impulse is, in human beings, *work and play*,— work, the active, co-ordinating phase; play, the reactive, recreating phase. Both are necessary. The proper development of both, in relation to each other, and in relation to the laws of right, truth, and beauty, is, or ought to be, the aim of education. This view — that impulse is the unit and work the end of living — is important to the blind. No class of human beings more need to get out of themselves and keep out. No people more need self-objectivizing as a permanent attitude. Emotion is reactive, or else reflex. If the latter, it is disturbing to the proper activity of the higher life,— witness, "natural" fear, anger, love, etc. If reactive, as in righteous, manly indignation, æsthetic thrill, the satisfaction of truth-finding or seeking, it must accompany normal activity of

work or play; it must tone us up for right and manly action; it must express its value in more life and better, and that life must regard itself as primarily existing for the sake of its work. We must work for our living: yes, and we must live for our work.

Even more necessary for the blind is it than for normal persons to, as nearly as possible, work in the line of the least resistance to aptitude. Let him that has a deficiency of power take heed that he waste it not. Better strive to remove mountains in the way of one's aptitude than to amble over mole-hills shut up within one's superficial or selfish or discontented self. Yet it comes to the blind as to others that they must work for their living without the stronger, higher self being in that work. Here lies the great danger of self-consciousness. All truth and right and beauty are *ultimately* useful. Activity by the blind in behalf of others is *very* right in itself, and is even proximately useful. You can best forget yourself by doing for others. But that is not enough. *All* our work must tell. We must *know* that it does. Some one must *care* that it does. We must be led by the hand in the midst of our darkness. Yet more: although æsthetic and ethical and rational principles can guide and control our activities, we need to have them co-ordinated and integrated. Above all must blind men place their hands in the loving and mighty grasp of the great Leader. Religion alone can unify the detached facts of life. Less possible than for others is it for blind men to do anything good of themselves. They have less ethical help, they have less social help: they need more spiritual help.

Given, then, a certain sum of energy in the form of instincts and impulses, what shall the blind man do with it? Let him find out all he can about Jesus Christ, and serve his Father and our Father by serving our fellow-men under the Lord's "inspiration and teachings," in the Lord's companionship. Christ is *the* type of active manliness and manly, healthy emotion; and the blind will see through his eyes, which are sufficient for them. In my

opinion, the blind ought to lead the way in practical instinct-philosophy and in simple undenominational religion. What a grand mission would it be for men and women thus afflicted to have their eyes opened first of all men to the horrors of Christian strife, and to the necessity of Christians working together instead of thinking together! It seems to me that the blind are peculiarly fitted for a near walk with the Son of Man as well as for ridding philosophy and religion of vain, disunifying disquisitions and attitudes. If the blind man lead the blind man, they both fall into a ditch; but the blind man can lend a helping hand to pull his seeing brother out of the ditch.

Two practical suggestions: (1) let blind persons interested in science offer themselves as subjects for normal psychological experiment; (2) let all the blind do all in their power to further the brotherhood of Christian unity.

THOMAS P. BAILEY, JR.

TUNING AS AN OCCUPATION FOR THE BLIND.

The following article upon tuning as a vocation for the blind is, with a few additions, a part of a paper upon occupations for the blind delivered by the writer before the Alumni of the Perkins Institution and Massachusetts School for the Blind, June 21, 1889.

I.

I KNOW of no occupation open to the sightless young man possessing the qualifications it demands, which offers better remuneration for the same amount of toil than piano-tuning. The qualifications absolutely necessary to success in this profession are an aptitude for mechanics, a fair musical ear, and good judgment. I am satisfied from experience that a native mechanical ability is essential to any

degree of success as a tuner, particularly to those who are to locate in the country. Those who live in or near large cities, where they can avail themselves of the aid of experts from the manufactories, may attain a certain amount of success without it; but even then it will often stand them in hand, and save them a customer which they would otherwise lose.

The ability to make the little repairs so often needed to piano actions, to invent ways of making the tool or piece of mechanism he needs, will do more to raise a young man, as a tuner, in the estimation of the community where he resides than the finest tuning it is possible to do; for it is in just this line that people's faith in the sightless tuner fails. The majority of people believe in his ability to tune, for music has been for so long a time the stronghold of the blind that many uneducated people actually believe that they are born musicians. Therefore, supposing it to be a purely musical operation, they naturally believe in their ability to tune; but, as I have said, their faith in the mechanical powers of the blind is small and wavering. For this reason, as square pianos disappear, and uprights and grands, with their complex and delicately adjusted actions, come into general use, the way of the sightless tuner becomes harder and harder, the importance of a natural mechanical skill much greater, and the necessity for a sighted companion more imperative.

I know that a tuner, with a genius for mechanics and good judgment, can so thoroughly master the most complex and delicately adjusted piano action as to be able, with the assistance of a sighted person, to make any repairs it may need. With such a helper he may become the peer of his sighted competitors, but without such assistance he is greatly handicapped. He may know just what needs to be done and exactly how to do it; but in many cases he will be unable to accomplish it, for the simple reason that he cannot put his finger on the necessary spot. Whereas, with the assistance of a young man with a moderate degree of mechanical skill, he will be able to

do much more, which, without his assistance, he must of necessity leave undone, and thus compromise himself by just so much in the estimation of those who employ him.

Seventeen years' experience has taught me that few people, even among musicians, can distinguish between a piano tuned fairly well and one tuned excellently. On the other hand, every one will readily detect the slightest imperfection in the working of the mechanism of a piano action. This experience has deeply impressed upon my mind the importance of possessing a great degree of mechanical ingenuity, and the inadvisability of attempting to enter the profession if one does not possess this qualification to a considerable extent.

The second qualification mentioned is a fairly good musical ear.

Tuning is much more of a science than the uninitiated suppose. A good musical ear may be a gift, but the tuner's ear is only developed by cultivation. I have often been surprised to find how few people, even among cultivated musicians, can distinguish between a piano tuned fairly well and one tuned excellently. Even violinists, who have so much experience in tuning their own instruments, are no exception to this rule. On the other hand, I know of good tuners who cannot distinguish by the tone one note from another. These facts prove that the perfection which a tuner may reach in his art does not depend upon a natural musical gift, as is usually supposed (though, doubtless, such a gift is helpful), but is largely a matter of scientific cultivation.

Probably the most essential element of good tuning is stability; and it is the last to be acquired, as it is only attained by experience. A person may learn in a comparatively short time to tune a piano fairly well,—well enough, probably, to suit the average customer for the time being; but to be able to tune the same instrument equally as well, so that it will endure any great amount of hard usage, is quite another matter, and requires years of practice.

To insure durability, the tuner must accomplish two things: he must be sure that the tuning-pin is firmly set where he wishes it, and that the string is thoroughly stretched at the tension required. A good way to secure the latter result is to draw the string just a shade above the point required, and then stretch it down by several forceful blows on the key. Care should be observed in using this means, or a broken hammer stem may be the result. The setting of the pin firmly is a more difficult matter. Some tuning-pins are so tightly driven that, when an attempt is made to turn them, the top of the pin will turn some distance before the bottom will turn at all; and it requires an extended term of practice sufficiently to educate the hand so that it can perceive by feeling whether the whole body of the pin has turned or only the upper end. I know of but one way of testing whether the pin has turned bodily. That is to apply a gentle pressure in the opposite direction to that in which the pin has been turned. If, when this pressure is applied, the string gives, thus changing the pitch of the note slightly, and, when this pressure is removed, the string springs back, thus bringing the note to its required pitch again, it is very good evidence that the pin has turned as required.

I have spoken of stability as being the most essential element of good tuning. While I believe this to be true, I would not have it understood that I would advocate inferiority in any of the various other elements which go to make up good tuning. It is always necessary that one should do the best of which he is capable; for one never knows by whom a given piece of work will be examined,—therefore can never tell how much good or harm its perfection or imperfection may do him. Again, no one can intentionally and habitually do poor work, and escape the reaction upon his own character. For both these reasons one should at all times do the very best of which he is capable. At the same time experience has taught me that the public, in general, better appreciate the length of

time their pianos stand in tune than they do the delicate adjustment of the fourths and fifths and the fine shading of the octaves.

[*To be continued.*]

JOHN VARS.

Newport, R.I.

ONE SIDE OF THE DUTY OF THE SEEING TOWARD THE BLIND.

Two remarks are often made about good manners: one that they are a matter of inheritance, and the other that they spring entirely from a kind heart. While admitting a certain amount of truth in both of these statements, I am inclined to think that much of what comes under the head of good manners is the result of our observation of the ways and habits of the refined people with whom we are associated. Should you, for instance, take any young person who is "to the manner born," and who shows it in all that he says and does, and surround him with unmannerly people for a number of years, it is ten to one if a thousand of his gentlemanly ways do not fall into disuse. Or transport an intelligent youth entirely devoid of good manners into the constant society of refined people, and how quickly he will pick up the little ways and customs which, while they seem so little, go so far in our modern civilization to make up a lady or a gentleman.

If, then, the sense of sight is one of our greatest educators in this direction, it is very plain that our blind friends must be terribly handicapped unless we give them our very best assistance. Surely, *all* who have anything to do with blind people, whether as relatives, teachers, or merely friends, should feel their responsibility as regards this matter. We know, for example, how much difference the way of holding a fork or spoon makes in any one's appear-

ance; but blind people cannot realize that unless we explain it to them.

The good manners of an Englishman are said to lie in his hat, those of a Frenchman in his bow. I would have our blind boy and men friends so cosmopolitan as to be able to use both of these means effectively. My experience has taught me that men without sight wish to act exactly as if they were not deprived of that sense. Therefore, as boys, let them be taught to hold their hats in their hands while making a short call, to raise them when meeting or parting with a lady, even if that lady be wife or sister.

The Frenchman's bow surely should come into play in going on and off a stage. It seems to me that this should be the subject of special lessons in our schools. If this were so, we should not see a creditable performance at a concert entirely spoiled by the performer both coming upon and leaving the stage without the slightest acknowledgment of the presence of the audience, although it was applauding him most vigorously all the while.

The matter of introductions, how to give and receive them, is another place where the blind will be apt to err unless some special instruction is given; and innumerable other things of the same sort might be mentioned.

Of course, people will excuse these failings on account of the lack of the sense of sight; but, as we try to train blind girls and boys to act so that no excuse need be made for them in other directions, why should we not do the same in this? I have heard friends of blind people say that they did not like to tell them of little mistakes they made, because they were very sensitive. Is not this the very reason why a friend should speak, and not allow the mistakes to continue until they are noticed and, possibly, unkindly criticised by others?

Let us remember, then, friends and fellow-teachers, that we have a duty to perform toward our pupils in this direction as well as in the greater ones of moral and mental training. Let us, therefore, begin early with the children, not only by little lessons and words in season,

but by helping them, through gymnastics, kindergarten games, dancing, etc., to obtain such freedom in the use of their bodies as will enable them to give easy expression to our suggestions.

A very excellent article entitled "Dress and Deportment of the Blind" appeared in *The Mentor* in its early days. I should be glad, in an equally frank spirit, to echo the remarks made therein to the blind themselves; but my special wish has been to emphasize what the writer of that article merely hints at,— namely, that, since much of social etiquette is learned through imitation, a breach of it in any conscientious young blind person must be a sign that some one of us has not acted up to the highest idea of our duty toward our neighbor. For, surely, if we love him as ourselves, we will not allow him to be subjected to unkind criticism through any omission of ours.

FANNY L. JOHNSON.

Boston, Mass.

HE CARETH.

"The good God always builds the blind bird's nest,"
So runs a Turkish proverb, sweet and wise.
How calmly may she fold her wings in rest,
Knowing his touch upon her shadowed eyes!
Thou, who hast known his love so strong and grand,
Rest, too, in his right hand.

"Behold!" he crieth: "I will bring the blind
By ways they have not known,"—assurance sweet,—
"Straighten the crooked path, make life more kind,
Turn darkness into light before their feet."
Is thy sight darkened, friend? Thy God can see.
Let that suffice for thee.

Unsheltered birds his providence shall shield,
The helpless soul shall lean upon his strength.
Our need, grown great, to greater love shall yield;
And help, though long delayed, shall come at length.
Wait for him, doubting not. He knoweth best
Who builds the blind bird's nest.

— *Florence Foster.*

ACADEMIC EXPERIENCES OF A BLIND STUDENT.

In previous articles I have treated especially of the methods I adopted for prosecuting individual branches of study. If the reader will indulge me a little farther, I wish to deal more generally with my course at St. Johnsbury Academy.

My attention was first called to said academy by Rev. J. M. Hulbert, who was at the time principal instructor in the Pennsylvania School for the Blind. He merely observed that he regarded it as the best preparatory school in New England.

During the summer of 1888 Mr. Hulbert served in the capacity of my tutor. It was my intention to fit privately, and at some time undertake a college course. When Mr. Hulbert and I had worked together a week or ten days, we concluded that I could do better in a regular fitting school than with him. It was perfectly natural for him to suggest St. Johnsbury Academy. He kindly volunteered to do all he could toward securing me a certificate of admission to that institution. It was deemed best for him to visit the academy, and talk the matter over in person with the authorities. Principal Putney was a very admirable man, and deeply interested in doing what he could for the young. My case, however, was exceedingly peculiar and dampening to his enthusiasm. He was at a loss to know how he might do a blind boy any good. After considering the matter, he said he did not see how it was possible for me to keep up with a class of unhampered girls and boys, or even do their work at all; but, if I wished, I might come and try it a week or two.

To omit further details, suffice it to say I was regularly admitted to the class of '90, in the third year of their course. It was known as the middle year. There were about ninety students in my class. The whole academy numbered above three hundred.

I employed a classmate to use his eyes for me. It was his duty to read over all assignments until I could recite upon them. Language studies, for which a text-book was needed in class, I copied at his dictation. I paid him a stated sum per hour for his time.

I was called upon regularly in class, and treated like other students. In the languages I read with my fingers from embossed text, prepared by myself in New York point. When I came to simple English studies, I made a common oral recitation.

During the fall my studies were two recitations a day in Latin and one in Greek. By winter Principal Putney thought my chances for success quite good. Then I added civil government to my list. The course in that subject closed with the opening of spring, so that my work for the last term in the year was the same as it had been in the fall.

After a pleasant and restful summer vacation my senior work began. My studies continued as before, except that one Latin subject had been replaced by mathematics. I went along smoothly and successfully through that year also.

Every student in the academy had to prepare and deliver one oration before the school while he was a middler and two in his senior year. I did my share of this English work like the rest.

On the last night of each fall term in the academy there was an entertainment called the "Senior Ex." There were always twelve participants,— six girls and six boys, — one-half elected by the class, and the others appointed by the teachers. The class elections were made largely out of popularity: the appointments arose from scholarship or some other form of worthiness.

At the end of my senior fall I was nominated by the class for one of the speakers at the exhibition. A more popular candidate, however, received the more votes; and I was crowded out. A few days later I was surprised by an appointment from the teachers. I had no idea that my records had been such as to justify the honor.

The "Senior Ex." appointment told me I was among the first eight boys in the class. It set me almost wild with excitement. My thoughts flashed at once upon the possibilities of a commencement part at graduation. To win a place there, it was necessary for me to number myself among the first five boys. There were fifty-five in the class,— twenty-one girls and thirty-four boys. I resolved to make each exercise count for itself. The day of reckoning came. The graduating class met to receive the appointments. Principal Putney read the names slowly and distinctly: Misses Braley, Fairbanks, Paddock, Harris, and Morse; Messrs. Jones, Closson, Lee, Balch, and Gibbon.

WILLIAM GIBBON.

A FEW WORDS ON BRAILLE.

I HAVE been very glad to read, from time to time, the articles in *Work and Leisure* on Braille writing. I should like to add a few more words from an invalid's point of view; for I think I can show that the subject bears a twofold aspect, and so we can truly say, "It blesseth him that gives and him that takes."

To many of us life means a routine of bed, couch, and bath-chair, with a never-failing attendant, Pain, always ready to nudge our elbow if we seem at all forgetful of her presence. The sense of uselessness, of being a burden, lies heavily upon us; and the effort not to sink into despondency is great, and ofttimes seems far beyond our powers.

To my fellow-sufferers I would say, Try Braille writing. Take it up as your daily work. Persevere. It is well worth all the trouble it may entail. Do not stop at uncontracted Braille, but learn the contracted, which is much more interesting. The forming of the words from the contractions is most fascinating work, and requires all

one's attention. There, I think, lies the advantage of Braille writing for invalids: when doing it one must pay heed to the work. It is all-engrossing; and "aches and pains," with all the worries of the busy life of which we cannot be partakers, but only wearied spectators, are in abeyance for the time. We put aside our Braille frame, feeling refreshed and gladdened by the thought that we have scored another point for the triumph of mind over matter, which victory must ever be the aim of the invalid. So much for ourselves.

If we have any doubts as to our work benefiting others, let us call at 33 Cambridge Square, Hyde Park, and see the energetic and courteous secretary of the British and Foreign Blind Association. He will soon settle that question for us, telling us of the continued appeals, from schoolmistresses and others, for "anything" for the blind to read. Who that loves a good book, that *sine qua non* of life, could be deaf to such demands? Then, too, the secretary will show us letters from the blind expressing the deepest gratitude to the seeing Braille writers; for remember, not only can we give the blind the great pleasure of reading to themselves, but by copying our book they are enabled to earn money for their own support; and thus the benefit is twofold to them. Will not many invalids follow Mr. Dombey's advice, and "make an effort"? Truly, they will never regret it.

C. L. H.

Lytham, Lancashire, Eng.

AT HOME AND ABROAD.

CONNECTICUT.

HARTFORD.— The State Board of Education for the Blind has decided to provide for the education of all blind persons of suitable age, upon certificate of town clerk that they are eligible under the law. The Board will also clothe them if necessary.

HOLLAND.

THE INSTITUTION FOR THE CATHOLIC BLIND AT GRAVE has published a report for the years 1887–1891. During this period the number of pupils has increased from 44 in 1887, to 90 in 1891. The sexes are located in separate buildings. The length of their stay in the institution is not limited; and, even after they leave, they retain the privilege of returning, and some profit by the opportunity. This feature of the regulations has a tendency to give to the establishment the character of an asylum. Music is taught as a recreation, and the practical training includes basket-work for men, knitting, etc., for women.

IOWA.

INDUSTRIAL HOME FOR THE BLIND, KNOXVILLE.— Mr. F. S. Whiting has resigned his position as superintendent of the Home, and has been succeeded by M. C. Gebhardt.

KENTUCKY.

LOUISVILLE.— The Kentucky Institution for the Blind reports for last year an enrolment of 119 pupils,— 94 in the white department and 25 in the colored school. The per capita expense has been $232. No increase in the general appropriation — except for the maintenance of the colored pupils — has been made since 1870, though the number of pupils has doubled, and the real estate to be cared for has increased from ten to twenty-five acres; yet grounds and buildings are said to be in better condition than ever before.

MINNESOTA.

SCHOOL FOR THE BLIND, FARIBAULT.— Superintendent J. J. Dow, in his last biennial report, reviews the pressing problem of

adequate and remunerative employments. Looking at industrial occupations, he remarks that institutions pass from one industry to another, broom-making, mattress-making, hammock-netting, cane-seating, carpet-weaving, rattan and willow work, each taken up as possibly opening the way to assured and profitable occupation, and each, in turn, being dropped by some schools as inadequate or uncertain; and, since the comparatively unskilled sighted workman lives in more or less anxiety for his daily bread, he thinks it doubtful if the blind workman, with his greater difficulties in acquiring proper training and the reluctance of the public to trust his productive or executive capacity, can be insured a livelihood by any or all these trades. There have been many instances of great success in these occupations, but they have mostly been due to the superior business ability of the workman or to unusually favorable circumstances; and these should be recognized as exceptions. Consequently, Mr. Dow believes that the success of the blind will come from brain-work rather than handiwork, and, while manual skill must be cultivated to remove awkwardness and secure that ready co-operation of muscle and brain which is essential to the success of effort in any direction, yet the main dependence must be upon mental alertness, knowledge of business, grasp of affairs, and general versatility and adaptability. The work of our schools should be directed to the training and development of the pupils along these lines.

MISSOURI.

ST. LOUIS.— The Missouri School for the Blind opened September 12, with the largest first day on record. We look for a very large school. The stereotype-maker was started with the other work. The weekly Sunday-school lessons are now printed in the American Braille.

NEW YORK.

BUFFALO.— A hospital has been opened for treatment of diseases of the eye. It was proposed to establish, in connection therewith, an Exchange for the Blind; but after some deliberation the trustees thought it better not to divide the work at present.

OHIO.

COLUMBUS.— Dr. S. S. Burrows, who succeeded Dr. H. P. Fricker as superintendent of the Ohio Institution, had been in office only a few months at the time of preparation of the report for the year ending Nov. 15, 1892. It shows a decrease in the

average attendance; and the fact that several entire counties are not represented is presumptive evidence that the parents and guardians of blind children are negligent in regard to the use of the advantages offered by the State School.

The employment of an oculist is strongly recommended, as children are occasionally brought to the school whose eyes might be saved by skilful treatment.

Dr. Burrows thinks there is "nothing in the whole range of mechanical appliances that comes so near being eyes for the blind" as the typewriter, and recommends that the half-dozen machines scattered about the institution for indiscriminate use be collected and placed in charge of one of the teachers, who shall give regular instruction in using and caring for them, and that the pupils have their hours for practice, as in the music department.

The cane-seating of chairs is said to have become almost obsolete; and it is recommended that it be discontinued, and willow-work and hammock-making, or some other practical industry, substituted.

PENNSYLVANIA.

PHILADELPHIA ITEMS.— Two of our pupils, Richard O'Malley and William Perry, were graduated last June from the Department of Arts of the University of Pennsylvania. They were fitted here for the university, and lived with us during their whole course, the institution supplying them a reader. Mr. O'Malley had the honor to be chosen class poet, and wrote the poem for the class-day exercises.

We have begun the year with six new teachers, and have increased our corps by one, although the school itself is slightly smaller than it was at the end of June.

Mr. Wood begins his fiftieth year of connection with the institution. Madame Emma Suelke will teach the singing in the girls' school, Mr. Adam Geibel in the boys.

During the summer the interior of the buildings has been generally enlivened in appearance. Four school-rooms have been enlarged and supplied with glass cases, and with long parallel tables and chairs in place of the old benches. The band-room and the wood-working shop have been changed. The girls have now their lockers. A covered passage-way connects the west wing with the separate gymnasium; and the girls' calisthenic class will be conducted hereafter in the gymnasium. This leaves the large room recently taken by the growing kindergarten unused

except by that class and its two teachers. Our youngest pupil is four years old.

Twenty new hand written books (ten titles) have recently come from the binder. These have gone into the pupils' reading-rooms. We have added a young man to our printing corps, and since July 1, have embossed on brass, by means of the stereotype-maker, seven hundred and thirty plates, being the Second Davis Reader, the Third Davis Reader, a "Book of Poems," "Horatius," and "King Robert of Sicily," besides embossing by hand Monroe's Primer. The printer proves his plate as soon as he has embossed it; eyes and fingers read the proof-sheets, and after the first correction another set of fingers gives the final reading. We then print with our clothes-wringers as large an edition as may be required for immediate use in school. Thus the first grades have at their disposal for language study from our own press Monroe's and the Franklin Primers and the Beginners' Reading Book of the Davis Series; the second grades, Davis's Second Reader, and for supplementary reading Johonnot's "Friends in Feathers and Fur"; the third grades, Davis's Third Reader, the books of poems above referred to, and portions of another supplementary reader already well begun. With this material — and the material for each grade will be increased — we are able to carry out our plan to make language study the chief aim of school instruction. Of course, the advanced grades use all the text-books at their disposal.

It was thought by some that the machine-embossed plates would be injured by the powerful presses at Louisville; but the books which Mr. Huntoon has printed from our plates are excellent in every way. I shall be very glad to send samples of our work to any one who wishes to examine it.

QUEENSLAND.

SOUTH BRISBANE.— The Queensland Blind, Deaf and Dumb Institution seeks to improve the condition of both these classes. The work among the adult blind has been carried on for nine years past; and 25 men are now (April, 1893) employed at various work, such as the making of baskets, halters, mats, rope, bedding, etc.

In February of the present year the educational department of the institution was opened, and there are now 8 deaf and 8 blind children under tuition.

RUSSIA.

KAZAN.— The Kazan School numbered 24 scholars in 1892,— 11 boys and 13 girls. The children (with the exception of 4) receive free instruction. The school will shortly be removed to its own buildings, the land for which was presented by the city in that part known as "Russian Switzerland." The Kazan Society has also given to it large sums of money.

KOSTRONIA.— The Blind School of Kostronia comprises three departments,— the preparatory school and the artisan classes. In 1891 it had 43 scholars; but this number is insufficient, and will be increased to 60. A new building will be erected for the use of the boys. Besides being taught various trades and needlework, the pupils receive instruction in music and piano-tuning. By permission of the bishop a choir of blind children sing in the cathedral during "the week of the blind." Many contributions have been received.

VORONEJ.— In the School for the Blind in Voronej there were during the year 1891, 31 girls, ranking from seven to fifteen years of age. Besides the usual programme the children were taught different trades, needlework, music, and singing. Four were taught to play the piano, seven the violin, two the clarinet, one the bass-viol, and one the violoncello. In the spring the choir of blind boys and girls sang the mass and the vespers, on Sundays and other holidays, in ten different churches, replacing the regular bishop's choir.

A two-story addition has been erected, the lower story for an asylum for old men, the upper story for a workshop and a hospital. An adjacent house with a large lot has also been purchased. It will be used for the boys' school.

SOUTH CAROLINA.

CEDAR SPRING.— In the Forty-fourth Report of the South Carolina Institution for the Deaf and the Blind for 1892, Dr. Walker says that, while the average attendance last year was 110 pupils, for the next year it will be 125. The blind constitute about one-third of this number.

Mrs. P. L. Meares resigned in June, 1892, as teacher of the blind in the literary department, and was succeeded by Miss Bessie P. Wright.

It is proposed to introduce electric lighting, and for this purpose

an appropriation of $4,620 is asked. The other estimates for the year are as follows: $17,000 for support, $500 for repairs and improvements, and $425 for insurance.

TEXAS.

By act of the legislature of this State, approved April 5, 1887, provision was made for the education of colored children who are deaf or blind; and the necessary steps were at once taken for carrying the act into effect. A lot containing one hundred acres of land with some useful buildings was purchased in Austin, at a cost of $10,000; and the Institute for Deaf, Dumb, and Blind Colored Youth was opened October 17 of the same year, with 9 blind and 8 mute pupils, under the superintendence of Mr. W. H. Holland. The institute building was immediately begun, and was completed the following year, at a cost of about $18,000. It is heated by steam and lighted by electricity, and has proved a commodious home school for its pupils until the rapidly increasing numbers — the enrolment last year being 86 — has overcrowded its space, and a new building become urgently needed.

In the mute department instruction is given by the combined method, and the blind use for literary work the line system and the New York point. At the last report no appropriation had been made for a musical department, but some instruction in vocal and instrumental music had been given, and was received with delight by the pupils. A kindergarten was established last year, and has already proved a valuable aid in awakening the minds of the children. The industrial department has been greatly hampered for lack of room, yet shoemaking and sewing have been regularly taught; and housework by the girls, and labor about the grounds and buildings by the boys, are insisted upon as a regular part of the education.

WASHINGTON.

VANCOUVER.— The School for Defective Youth includes in its care the deaf, the blind, and the feeble-minded, a separate building being provided for the latter class. The institution, indeed the State itself, is new; and as yet there have been but few blind pupils, only 4 being reported for the last year. Superintendent Watson is endeavoring, through the United States Census Office, and through the personal efforts of teachers of the institution, to seek out those who need its benefits; and the next report will probably show a considerable increase in numbers.

EDITORIAL NOTES.

At the March meeting of the Valentin Haüy Conference, M. Bournizien, President of the French Association of Stenographers, stated that intelligent blind persons, suitably educated, might earn from 10 to 12 francs per day by learning to run skilfully such typewriters as the Remington, Hammond, Caligraph, and others, and writing, from the dictation of stenographers, speeches, parliamentary debates, etc. In Paris there are eight hundred stenographers. They pay their copyists 20 centimes per hundred words, 2 francs per thousand. The shortest speech has some six thousand words; and there are copyists who earn from 250 to 300 francs per month. M. Bournizien thought that the blind might also find employment as stenographers.

Following this suggestion, the institution at Nantes has taken up the matter; and several of its pupils are learning the typewriter and the stenograph machine under the instruction of a skilful stenographer, preparatory to making it a future business.

Is there not as ample opportunity for occupation for the blind of the American schools in this line? The typewriter has long been taught in our best institutions, and individuals are already making it valuable in the direction indicated. May it become more widely useful, and assist in solving the problem of suitable employments for blind girls!

* * *

We have recently received a copy of "Mes Notes sur les Aveugles," by Maurice de la Sizeranne. The name of the author is a guarantee of the value of the book, of which we shall have more to say next month.

* * *

The schools at Philadelphia and St. Louis are doing a great deal of Braille printing by the aid of the Hall stereotype-maker. The latter institution, among other things, issues weekly in American Braille the International Sunday-school Lessons, which blind per-

sons can have, free of charge, by addressing Dr. J. T. Sibley, School for the Blind, St. Louis, Mo.

The Philadelphia School has just prepared the Third Davis Reader, in two large quarto volumes.

* * *

PRIVATE information from a reliable source assures us that Mr. William H. Perry, who advertises for employment in teaching, is an estimable young man. We hope that those needing teachers, either for private or for class work, will bear him in mind.

* * *

WE cordially thank the friends who have so kindly placed at our disposal the papers sent by them to the Congress of Educators of the Blind at Chicago, thus enabling us to prepare a better report of the proceedings. It would have given us great pleasure to have published the proceedings in full; but, even if there had been conformity to the prescribed length of papers, it would scarcely have been practicable to devote so large a proportion of our small magazine to the purpose, and the fact that some of the papers greatly exceeded the prescribed limits put it out of the question.

Several applications received recently, together with the delay which usually attends the publication of transactions of conventions, leads us to make a suggestion for future meetings of like character. If the institutions will give us timely notice of their desire, and subscribe for a sufficient number of copies to pay the additional expense incurred, we will arrange to publish full proceedings; and, for those who desire to order a considerable number, we will print papers separately. Such an arrangement may enable the schools to secure such reports more promptly, and probably at somewhat reduced cost.

THE MENTOR

VOL. III. NOVEMBER, 1893. No. 9

CONGRESS OF EDUCATORS OF THE BLIND HELD AT CHICAGO, JULY, 1893.

III.

THE closing paper of the second session of the Congress, by Professor Lewis B. Carll, discussed the subject of

THE HIGHER EDUCATION OF THE BLIND,

and was read by the secretary, Mr. Huntoon. Concerning his first topic, In what does it consist? the author spoke of the indefinite and varying limits of the term "higher education" as applied to the sighted in different countries and at different periods; but, as the leading colleges and universities (excepting their strictly professional or technical courses) confer this education, he accepted for this discussion the standard of their general graduates.

As to its subject-matter Professor Carll says, "The education of the blind, whether it be lower or higher, should differ in no respect from that of sighted students of the same grade."

How can we best enable the blind to acquire this "higher education"? was the next point considered. Either separate colleges must be established or they must be enabled to study at the universities for the sighted.

In a well-equipped college for the blind the methods and appliances would be specially adapted to their necessities, and students could complete any curriculum more easily within its walls than elsewhere. Such a college would probably attract many who would have deemed it impossible to graduate from a university for the sighted.

It might extend its privileges to both sexes; and its alumni, by united action, could accomplish more with the public for the general good of the blind than a few isolated graduates of widely scattered colleges. These four advantages are worthy of consideration.

But it is almost certain that, in the United States at least, even the united action of all instructors of the blind would fail to secure the necessary funds. Again, no college for the blind could be made the equal of the best universities, since men of acknowledged learning would not join its faculty, and since its curriculum, however high at first, would gradually be lowered to meet the capacity of the average blind student. This lowering process is observed even in schools for the sighted, and occurs "in accordance with the law that no university can long maintain any curriculum which cannot be mastered with comparative ease by a large minority, at least, of those who attempt to pursue it." Lastly, whatever might be its educational merits or its status in law, no separate college for the blind could ever have much academic influence or authority; and its degrees would be lightly esteemed.

But the last two objections would have no weight, and the financial obstacles would be less formidable, if the proposed establishment did not assume the functions of a college; and a school to supplement the work of our institutions, by giving a good academic course to students of both sexes and the necessary preparation to those wishing to enter a university or professional school, is a matter urgently demanding the consideration of instructors of the blind.

Regarding the feasibility of giving this "higher education" by enabling the blind to become alumni of academies, universities, and professional schools for the sighted, — a method which possesses the advantage of having been already tried with marked success, — the following suggestions as to the ways in which the institutions of this country might financially aid their graduates are offered: —

"*First.*— Those institutions which, from legacy or other sources, now possess funds the use of which has not been specially indicated by their donors, might make provision to appropriate a portion of this income to the 'higher education' of their graduates, when deemed best.

"*Second.*— The spirit of philanthropy toward the blind is not yet dead, the institutions failing at present to receive large donations simply because it is generally believed that the State provides amply for them. But let it become widely known that funds are urgently needed to supplement the work of the State, and donations for the 'higher education of the blind' would soon become both numerous and munificent.

"*Third.*— The legislatures of the various States have generally shown a willingness to make any reasonable appropriation for the education of the blind when convinced that it was asked in good faith; and hence we feel certain that, if any institution would make a well-considered appeal to the State, it could obtain any moderate legislation desired looking toward the 'higher education' of a few of its graduates.

"*Fourth.*— When the location of an institution will permit, it might, with small expense to itself, furnish board and lodging to some students while pursuing a higher course; and, should the authority to do so be wanting, it could readily be obtained.

"*Lastly.*— The stronger universities and other higher educational institutions would, in general, if applied to by any institution for the blind, readily grant a scholarship or remit the tuition fee in favor of any deserving blind student whose circumstances might seem to require it."

The want of necessary text-books is an obstacle which every blind student must encounter, yet it is not an insuperable one. The portions of the Greek and Latin classics which are generally read, if printed without notes, are not voluminous. They are permanent in form, and every publication would become available for the blind of the entire world; "for, since even the sighted student must generally

master a new alphabet in order to study a foreign language, we would not give much for the ability or earnestness of the blind aspirant for a higher education who would not learn to read any embossed classic, although he might greatly prefer to have it published in a different tangible print." The same universality and permanency of usefulness would belong to any publication of logarithmic or trigonometrical tables. The superintendents of institutions for the blind should continue, by concerted action, the good work already begun, until at least one or two of the best obtainable books in every department of literature have been published. Though these might not furnish the university student with the text-book of his classmates, it would supply him with a work of reference from which to study the principles of the subject at his leisure, and would fulfil every educational requirement for those who wish to study without joining a class for the sighted.

Let us now consider what the blind student must do for himself. "As he must, for the most part at least, dispense with embossed text-books, his first and greatest care should be to secure and to keep a reader. But, as all reading need not be done by the same person, and as his classmates will frequently be more than willing to study with him, he may, with the co-operation of other friends, be able to obtain without expense all required assistance. But, in any case, it will always be possible at large universities and academies to obtain the needed aid from some student at no great cost.

"The university method of teaching by lecture will frequently tend also to render him less dependent upon a reader or a text-book. But, as there are liable to be given, either by apparatus or by blackboard, illustrations which he cannot fully understand, or as, in any case, his memory might not serve to retain every point, he may adopt the following method with great advantage to himself and also to one of his classmates. By previous agreement, let the classmate seek to copy as much as possible without stopping to master what is not at once clear, while

he himself listens attentively, endeavoring to understand all that may be said. If, now, the two will review the lecture together before the close of the day, both will be able to master it thoroughly, and the sighted student may then rewrite most excellent notes. To aid the memory and supplement the work of his reader, the blind student should be able to take rapid notes in some kind of point print, although this method is too slow for the class-room. To the classical student this print is almost a necessity; for, although it is difficult to determine to what extent one might be able to master a dead language by merely hearing its literary masterpieces read and explained, we do not believe that any very accurate knowledge of Greek or Latin can be obtained unless the student be able to read for himself the printed literature from which alone that knowledge must be derived. Hence, when any required text has not been already printed, the blind student should, if possible, copy it from dictation, inventing his own alphabet, if necessary; and, when copying Greek, we earnestly advise him to copy the accents.

"For mathematics, most excellent diagrams — if plane — can be rapidly made by first pencilling the figure in reverse upon good point print or other paper, and then retracing this drawing with a wheel such as ladies use for tracing patterns. Moreover, any point print system can be adapted to record any kind of mathematical work, from the lowest to the highest; although, owing to the difficulty of correcting mistakes, we would not advise the student to attempt to copy any such work until he has thoroughly committed it to memory or has placed it by his side correctly written upon his slate. As the blind student cannot use the blackboard in recitation, his instructor should either permit some classmate to write upon it for him from dictation or allow him to recite orally, employing his embossed figures, if necessary." Other departments do not need particular mention.

How and to what extent would this "higher education" benefit the blind? Two professional courses, at least,—

law and theology,—are open to the blind, the latter having already been successfully pursued. In teaching, also, a "higher education" would open a field of usefulness to both sexes; for, although there are many positions a blind person could not fill, yet "passing by the problem of discipline, which can often be solved by employing a monitor, he could certainly instruct sighted classes in Greek, Latin, belles-lettres, history, and many other subjects, while, as either private tutor or governess, a wider and more manageable field would be found for the blind of both sexes. Moreover, there are many departments of literature and authorship which a 'higher education' would undoubtedly enable some of the blind of both sexes to enter with success. For, although education cannot bestow literary talent, it frequently develops that which without it would have lain forever dormant; while it is almost absolutely essential to successful and respected authorship in any field of study or research. For literary work the typewriter, enabling them to prepare their own manuscript for the press, becomes an invaluable aid to the blind."

So few as yet have acquired a higher education that those who may attempt to follow any of these paths are certain to meet with incredulity on the part of the public and an unwillingness to employ them which is not confined to professional life. This incredulity would diminish if the educated blind were more numerous and better known.

"We have considered the advantages of a 'higher education' of the blind from a pecuniary standpoint merely, since we suppose that public money should only be asked for it upon the ground that it would probably render its recipient self-supporting. But the blind themselves should remember that, whatever additional advantages of intellectual enjoyment or of increased influence and usefulness in society a 'higher education' can confer upon the sighted, it is capable of bestowing upon them also, to a no less, and, we believe, to a still greater, degree, because only those blind persons would receive a 'higher education' who had exhibited a love of and an aptitude for

study, while many sighted students flounder through a university course merely because their parents wish them to take it."

According to the programme, the final session of the Congress was to be held on Friday; but a motion to prolong the session of Thursday until the work of the Congress should be completed was promptly seconded and passed without dissent, and the meeting then adjourned until the following day.

On Thursday morning, Rev. W. H. Milburn being absent, Mr. Frank H. Hall presided. Prayer was offered by Rev. W. F. Short, after which the first paper of the session, by Miss Gazella Bennett, of the Perkins Institution, Boston, was read by the secretary, Mr. Huntoon. Its subject,

THE PHYSICAL CULTURE OF THE BLIND,

was treated as follows: —

To secure the harmonious development of body alone, were it possible, would be no less noble a science than the holy one of healing. But the Creator has so ordained that the physical, mental, and moral natures of man are interdependent; and, to secure a harmonious development of body, the indwelling motive power, mind, must be the acting agency. Now, as acting is the condition of growth, the mind as well as the body will be in a progressive state. These two developing a vigorous body and an active mind, they will sustain a moral character in harmony with the physical strength and the intellectual power.

Hence it is that schoolmen of to-day recognize scientific gymnastics as an integral part of that education which shall most fully meet nature's demand; for she claims *men* at their hands, and man is wholly man only when body, mind, and soul are harmonious.

Very gradually, indeed, does the baby's mind gain control of its body. The mother's instinct, nature's treas-

ure-house of accumulated experience, leads her to play "pat-a-cake" with her child, first moving its little hands herself in harmony with the words. Very happy is the mother when baby's mind can guide the hands; but happier yet is baby, for even then a consciousness of power enters into his experience.

These individual experiences and the mother plays prepare the baby for the kindergarten, where the volition required is just a little in advance of its previous efforts. The keen philosopher of childhood perceived the interrelation of mind and body, and taught us to lead the little ones to fly with the bird, crawl with the caterpillar, and sway gently to and fro with the waving wheat; for so the concept is clearer and the metabolism more complete, because mind and body have united their activities.

The foundation faculty of mind, attention, is at first spontaneous; and the transition to the higher intellectual form where it is controlled by will is a critical period in the child's intellectual development.

Painfully familiar to all teachers of the blind is the remark: "Blind children are more attentive to the work in hand than seeing ones, as, of course, their attention is not distracted by surrounding objects." Such a conclusion seems justifiable, but the very distractions keep the child from slipping off into day-dreaming. As a matter of fact, blind children are in far greater danger from the evils of inattention than seeing ones.

The teacher of a seeing child readily perceives when attention has slipped its moorings, and is drifting out to sea; but, when the eye can reveal naught concerning the attention, the mind drifts far away before the teacher discovers its absence. These long separations of attention from will weaken the will's power over attention. Now, shall we not take advantage of nature's manifest suggestion and use the body as an anchor? Movements of the body executed in response to words of command lay fast hold of attention, and do much to enthrone the will, and are invaluable agents in establishing the intimate union between

body and mind which manifests itself in self-control and presence of mind.

The action of muscle requires three distinct periods of time: first, the latent period; second, the period of activity; third, a period during which the muscle is resuming its condition of inactivity. The first, or latent, period is occupied by mind or nerve force centering in the muscle. Here, also, are three distinct processes: first, formation, in the mind, of a concept; second, its conversion into a nervous impulse; and, finally, the passage of this impulse over a motor tract to the muscle. Plainly, as mind and body are brought into closer union, this latent period will become shorter and shorter. This change the commander will be quick to discern, and will change his time, that the call may still require the utmost possible mental speed of which the student is capable in formation of concept, conversion to motor impulse, and transmission to muscle. "Presence of mind" is principally this: ability to convert thought into action instantly. The time required for the second and third periods in the action of muscle depends upon speed of contraction in the muscle: this is determined by the individuality of the pupil. Now, as the time required will never be the same for any two individuals, we never can obtain, nor should we strive for, perfect unison in the movements of a class; for we are concerned to make the union more complete between John's mind and John's body, and not between John's body and Henry's body.

Then the converse of this is equally important, for the power to hold the muscle from activity beyond its natural latent period is manifestly one element of self-control. This power the teacher develops by withholding the executory command beyond the natural latent period.

More than this, we may energize one set of muscles to produce activity, while at the same time we energize others to produce in them repose. By means of this active repose or co-ordination we economize energy, an essential characteristic of physical culture.

Intricate as is the structure of the human body, it is quite possible to determine the principal laws, chemical and physical, which regulate its growth and activity. The ultimate anatomical unit is the cell, very fittingly called the Creator's workshop. The cell possesses the power of growth as an inherent quality, provided always that it is surrounded by a nutrient fluid from which to draw supplies.

The multiplication and differentiation of cells, resulting at length in this marvellous mechanism, the human body, does not change this simple condition of growth; and we find so elaborate an apparatus as the digestive system provided to supply the nutriment. This, however, without the presence of oxygen, is but a sealed treasure: hence the necessity for the respiratory apparatus. But these, extensive as they are, cannot reach and surround each living cell in the deep tissues of the body with the needed nutrient fluid: therefore, carrying and distributing machinery must be added. This gives us the circulatory apparatus in full. To connect these three and bring their workings into harmony, a part with the whole and each with the other, requires a great controlling apparatus; and so we have the nervous system. Plainly, then, these are life's feeders, and must be guarded with untiring zeal.

Now, because these apparatuses are, for the most part, deeply hidden within the body, we must reach them by movements of trunk and limbs. The main bulk of body is composed of muscles which are the active organs of motion, and it is through their activity only that we can communicate external motion to the viscera. But the muscles are limited in their action by the articulations of the bones, so that to bring about a definite result in any vital organ requires the action of nerve upon muscle; while the muscle must act upon bones limited by the mechanism of the intervening joint. This it is that makes the knowledge of kinesiology (science of motion) an essential part of the gymnastic teacher's equipment.

If the promotion of physical health be our purpose, we must thoroughly understand the physical conditions upon

which health depends, and so handle the body itself and its environment as to meet hygienic requirements. To do this, we must needs have a practical knowledge of the human body in its normal condition, and be quick to recognize and locate any irregularity in its functional activity, and skilful, also, in selecting such movements as shall restore the diseased organ as speedily as may be to its normal activity without doing violence to the function of any other organ.

In the children and youth of our schools the respiratory function is quite certain to be impaired, for drooping head and flattened chest almost always accompany sightless eyes. Here, then, the Swedish system of gymnastics is especially valuable to us; for by far the greater part of all the movements in each lesson are directed toward chest expansion, and Ling says that "every correctly executed movement is in some measure a chest movement."

The lungs are, for the most part, composed of sacs, each capable of great distension, its interior having direct communication with the external air. The sacs are situated in an air-tight receiver, the walls of which are also capable of great distension. It is evident that, if we can alternately increase and diminish the space which the sacs are occupying, the air will alternately enter into and be expelled from them. This condition is met in the construction of the thorax; for, with the contraction of certain muscles, the chest cavity is enlarged and the external air rushes into each sac. The almost immediate return of the muscles to their first condition causes the chest to resume its original size, expelling the surplus air which has lost its oxygen, and carries out in its stead carbon dioxide laden with poisonous particles. Now, it is possible to so influence the activity of these muscles by changes in position of head and arms as to increase the quantity of air admitted and expelled; in other words, to make good breathers, the prime condition of which is a supple chest.

The general gymnastic lesson, then, should contain exer-

cises especially adapted to invigorate the functional activities of the respiratory, digestive, and circulatory system; and this, too, in a definite progression corresponding to the condition of the body, and founded upon the laws of physiology and kinesiology. The lesson must also contain other exercises for the more general effects of equilibrium and co-ordination. With these movements executed in response to words of command, as in the Swedish system of gymnastics, the mind not only gains strength in itself, but fuller and fuller control of the body, whose absolute ruler it should in time become.

Have we not a little too much emphasized work for blind people, quite ignoring the fact that recreation — so essential to all healthful souls — is much more difficult for them to secure than for seeing people? We have provided active, merry games for our children in the kindergarten; but the older pupils need recreation even more, and, happily, the gymnasium is the legitimate place for recreation; for with willing activity of body comes invigoration of pirit. Gymnastic games should be a prominent feature in our gymnasiums; for through them we are able to bring to our young people something of the experience of the "very joyousness of being" which, born of youthful activity, comes to every seeing boy and girl, giving elasticity to mind, hopefulness and confidence to the soul.

Clearly, then, we have in scientific exercise not only a means of bettering the physical status of our schools, but the intellectual and moral status as well; for modern science proclaims with ever-increasing emphasis that "the mind, the intellectual faculties, and the soul, the moral faculties,—which are the motive powers of character,—have their home in the body, to which they are conformed, which they represent, and by which they are limited and controlled in their operations."

An excellent article by Mr. B. B. Huntoon upon

APPLIANCES USED IN THE INSTRUCTION OF THE BLIND *

was read by its author, who thinks that too little attention is paid to the prevention of blindness and to the spread of contagious diseases of the eye. He spoke of the importance of teaching blind children in their homes to do the simple things which seeing children do,— to tie a string, to button and unbutton a garment, and to be helpful in numerous ways. For young children the ordinary objects around them are better than the best "appliances." Later, models should be supplied, point tablets, movable type, and text-books; and for the advanced course a full line of tangible appliances should be furnished. In the music department everything should be provided which will facilitate the study of the piano, pipe-organ, or other branches of music or tuning. A blind man should be provided with the best tools, and the training of the tactile sense should ever be kept in view.

Miss Anna Molander, a teacher in the Wisconsin School for the Blind, read a paper containing some rather new ideas upon

SLOYD.

The Scandinavian word "sloyd" is not fully translated by the English word "industry." Originally, the word was "home-sloyd"; for, since the earliest times, it was the custom in Scandinavian homes for the men as well as the women, sitting by the fireside, in their hours of leisure, to occupy themselves with some sort of handiwork,— the men in making utensils for the house; the women, articles of clothing. But, as machines were invented, the work of the factory thrust aside the old home-sloyd articles, and handiwork was neglected. Yet, since that which is too easily acquired does not serve as a means of development nor become a permanent blessing, the neglect of the home-

* The promised copy of this paper not having been received up to the time of going to press, we substitute this hint of its character while waiting its arrival.

sloyd did not improve the national character; for the hours which had been given to it were now squandered, and factory work did not give the same feeling of satisfaction that a handsome article gives the maker.

Wise persons then decided to make sloyd a subject of instruction in the schools, and give it exactly the same attention as other subjects taught. In the public schools of my native land, Finland, pedagogical sloyd has been an obligatory subject of instruction for twenty-seven years; and we should not think of excluding it, any more than of stopping instruction in mathematics. We have three kinds of pedagogical sloyd,—wooden sloyd for the boys and sewing and knitting for the girls.

By the methodical working of the sloyd from the easier to the more difficult steps the pupil becomes accustomed to good order, learns that good results must be based upon thorough preparation, and that nothing will be gained by carelessness. Each newly completed task teaches the pupil that he is a step forward, and so he gains a love for the labor and a wish to go further.

In addition to the development of dexterity, the sense of form and color is improved by sloyd and the pupil's power of judgment is increased. The economical part of the work, too, should not be overlooked. The girl learns that by keeping her hands busy she can do something towards her own clothing ; and the value of the pleasure and satisfaction which she enjoys in wearing a dress which she has made or a pair of stockings which she has knit cannot be overestimated. Her feeling of independence is strengthened when she finds that she can depend upon the ability of her own hands. Sloyd is also a good counterbalance to forced brain work, and the pupils come from the class refreshed and bright for literary work. Their love for its systematically arranged work is so great that, if a holiday occurs on the day of the sloyd lesson, it is met with regret, and they eagerly ask for the lesson at an extra season.

Pedagogical sloyd should be built upon a methodical

system, leading the pupils forward by a complete series of progressive steps. But in industrial schools and schools for the defective there is usually no attention paid to a methodical system; and, while a pupil is never asked to read before she knows the letters, it is very common to set a poor little girl to sew an apron before she knows how to put in the needle, or to knit a stocking before she knows how to take the stitches properly. These grievances are not the fault of the teacher, but the error of those who appoint her; for while, in selecting teachers for literary work, much attention is given to their ability, their training in special branches, and their knowledge of systems and methods, nothing of the kind is required of a work teacher if she can only trim her own dress and knit pretty laces. The educational influence of her instruction is not considered. Her chief object will therefore be to have her pupils make pretty articles as soon as possible,— "something to show." How dearly bought such a "show" will be, and what false impressions such teaching will make upon the pupils' character, is not considered. How many pupils who might have become good workers have turned out poor ones because they have been set to doing something above their ability, until, finally, they have gained a dislike for the work!

A sloyd teacher must not slavishly follow forever one fixed series: she must carefully study different dispositions, and adapt the work to each pupil. To acquire this power of discrimination, the teacher must study the methods of pedagogical sloyd, and possess a complete sloyd series as a standard.

If a girl is given work which is too hard for her, not only is there created an aversion to handiwork, but something far worse: the poor child will begin to distrust her own ability, which, in my opinion, is nearly a crime; for a person mistrusting her own qualification is a most pitiable creature.

If this be the case with pupils possessing the sense of sight, I think it almost a sacrilege to make the pupils of

an institution for the blind distrust their fitness for handiwork. The hands are of so much greater importance to a blind person than to a seeing that a comparison is hardly possible. It is of immense importance to individualize sloyd work in institutions for the blind, and to do it progressively, according to a methodical system. The teacher must never discourage her pupils, her duty being constantly to cheer them. They must never be set to practice, and only practice, but from the very first step they must have the satisfaction of making a useful article; for even from the most simple work something can be prepared for practical use. For example, a pair of mittens can be knitted many different ways, easier or more difficult. Do not wait until the pupil can knit the most complicated kind, and weary yourself and her by struggling to instruct her in something that is above her standpoint. Let her knit a pair by a very simple pattern,— not "something to show," but something that will give her satisfaction in its accomplishment and strengthen her self-dependence. The heel of a stocking can be done in three ways. Teach her first the easiest, and let her knit a pair of stockings with such heels. Don't drive her to fly higher than her wings can bear her!

During a period of ten years I taught geometry in the blind institute at Helsingfors, Finland; and I have found nothing else so well adapted to giving to blind pupils a true idea of the forms of things about them. Instruction in geometry should go with sloyd-teaching, and, as far as possible, the patterns of sloyd articles should be made according to geometrical rules.

Of the two sloyd branches, knitting and sewing, I think knitting the more important for institutions for the blind. I know many blind girls supporting themselves entirely by knitting, but I do not know a single one doing it by sewing. Still, blind girls must learn to sew, in order to mend their own clothes and not depend upon others; and, in connection with sewing, they should learn patching and darning.

When a blind child is taught sewing, the first steps should be taught on very coarse canvas, with coarse needle and thread, so that the pupil can feel the different kinds of stitches and be able to calculate the distance between them. Then gradually finer canvas, thread, and needle, will be used; then coarse cloth, finer cloth, and the special sewing needles used by blind persons.

When teaching darning, a frame should be used in which coarse threads cross each other, so that the pupil, by feeling, can get a clear idea of the work.

Knitting should be commenced with very coarse twine, and the pupil taught to make a starting chain with her finger. The next step is a starting chain of twine made with a very coarse crochet needle. Then coarse wooden needles are taken, and plain knitting with twine is started; and then proceed gradually in progressive steps to coarse cotton yarn, coarse woollen, and finer woollen, the needles to correspond with the yarn used. When plain knitting has been thoroughly practiced, seam knitting can follow in the same progressive way, at each step having the pupil complete a useful article. When the foundation has thus been laid, many different kinds of art-knitting may be taught. The sloyd series for different countries must conform to the wants of the country; but the steps should not be made too difficult, and at each some useful article should be completed.

Crocheting, too, can be taught, but only with coarse needle and thread.

A blind person can become as good and as fast a knitter as a seeing one. One of the most important rules is to keep the thread over the left hand, as that will increase the rapidity and make the knitting look more even.

Little boys can be taught to sew and knit as well as girls. They find pleasure in the work, and do it well.

At many institutions a difference is made between the work done by the totally blind and those who are but partially so. This I consider wrong, and very discouraging to the partially blind. As they are sent to the institution to

save their eyes, they must be treated just as other blind pupils. On beginning sloyd, a handkerchief must be tied over their eyes, and they must be taught to work with the tips of their fingers. Then it will be enough to know that the article is made by a pupil of the blind institute.

THE MORAL AND RELIGIOUS TRAINING OF THE BLIND

was discussed in a paper by Dr. J. T. Sibley, superintendent of the Missouri School for the Blind. The author being absent, the paper was read by Mr. Frank H. Hall.

Dr. Sibley began by anticipating and replying to questions which might naturally arise in the mind of the hearer (or reader), Wherein does the moral and religious training of the blind differ from that of the seeing? "It does not, or should not, differ at all."

Why, then, should it be considered among questions relating to the blind only? Not because they are more or less susceptible to ordinary influences in this direction, nor because they fail to appreciate the value of noble attributes of character; but, while ordinary children receive such training in their homes, blind children sent from their homes to our institutions are dependent upon these schools for such training. Some persons even claim that the good accomplished in our schools is frequently counterbalanced by the neglect of moral and religious training. The premises are frail, and the argument only of sufficient weight to remind us of the greatness of our responsibility.

Dr. Sibley warned his hearers that, as the ideas of any individual must, in large measure, show the peculiar mental strata through which they have come and indicate his true character, so it would be impossible for him to treat this subject without revealing his spiritual self; and he therefore asked pardon for such outcroppings of individualism as might or might not be of interest or weight in debating the subject.

Of the three classes of pupils that enter our schools,— those of humble and poor parents, who have never received

proper home training; those who have been surrounded by every comfort and spoiled by indulgence till they are oblivious to the rights of others; and those who have had good homes, loving parents, and excellent training,—the first is the most numerous, and the reasons therefor are plain.

"Few among the blind in our schools were blind at birth, the congenital blind not aggregating 8 per cent. Of the remaining 92 per cent., the greater number have become blind either from parental neglect or ignorance or inability to secure proper medical supervision during the trials of infancy and early childhood. With this class we have most frequently to deal. Sometimes we are called upon to break up old habits that have been contracted through neglect of the home people, and at other times to prevent the formation of new ones equally demoralizing. The first are usually those of improper posture or attitude, want of cleanliness, destructiveness, and a general want of knowledge of the proprieties. These, with the exception of destructiveness, are usually easily overcome.

"Blind children, as a rule, do not have a proper idea of value; and the tendency to break and destroy is a strong characteristic. I have known half-grown boys and girls, highly intelligent and of excellent general habits, to deliberately do acts of this kind that would not be excusable in children in the kindergarten. The degree to which such bad habits are confirmed depends much upon age. If the children are sent to us young, then the problem is easy of solution; but, if such habits are of long standing, they are hard to break up. Many of these habits, especially among intelligent children, are soon overcome by association.

"Blind children are more susceptible to the influence of example than children with sight. One bad boy or girl can do more in a day to demoralize a school than we can counteract in a week; and the custom of mingling the old and young, as is done in some of our schools, cannot

be too severely condemned. The practice of admitting to the school, usually to the mechanical department, men of middle age, who at times come in contact with the younger element of the school, is a source of evil whose proportions are immeasurable. Let us keep our boys and girls children as long as we can.

"The statement that blind children are more susceptible to the influences of example than children with sight I desire to emphasize; and it is a fact easily proven that more good or harm is done through the influences we throw around our children at school than through all other ways combined. No one should ever be employed in the school in any capacity but those of good habits and language. We should not excuse in any officer or employee that which we would condemn in the pupils. A teacher or servant whose language is coarse or otherwise improper should have no place with us, and the superintendent who uses tobacco or visits saloons should give up such habits or give up his job. How a superintendent can lecture his boys with any effect upon the evils of using tobacco, with a copper-colored tongue, a breath distressingly offensive, and teeth stained and tarnished by the ravages of nicotine, is something I cannot comprehend. It is a specimen of inconsistency the magnitude of which is equalled only by the weakness and impudence of the lecturer. That the habit of using tobacco is harmful in the extreme is a point so clearly settled that I should consider any argument here an insult to your intelligence. I have known many cases of imperfect vision from this cause, and several operations that were failures because the patients had made success impossible by the use of this foul-smelling, breath-polluting poison.

"The habit of using intoxicating liquors is fortunately not so common among the blind as that of using tobacco; and, if the eyes of all blind boys could be opened long enough to behold what a pitiable spectacle a drunken blind man presents, drinking would be a rare thing among them. The sight of a drunken man usually provokes me

to the degree of desiring to bump his head against the wall; but the sight of a drunken blind man arouses my deepest sympathy, and an inaudible and involuntary prayer is offered that God's angel workers will so influence the individual that his self-respect and common sense will not forsake him again. Few young men begin the habit of drinking without an example set by some one else. Take the example away, and there is not much danger of the habit being contracted. The influence of example is again plainly shown."

Dr. Sibley then refers to the tendency of blind children to do what others do and to imitate the manner of doing. If the teacher of elocution has peculiarities, the pupils will acquire them; and this is even more frequently noticed in the department of music, where the touch, time, and general style of the teacher are so much copied that a good performer is likely to be the most successful teacher. Too much stress, therefore, cannot be laid upon the importance of having blind children surrounded by proper influences, for thus the battle is half fought.

"Children are by nature deceptive and untruthful, and a direct and positive influence must be exerted early to make them understand the full import of dishonesty. Whenever we have succeeded in making a child truthful, we have put him on the highway to a good character. The acquired vices of children depend upon the natural one of untruthfulness for support; and, when this support is taken away, the superstructure, no matter how firmly built, will surely fall. Let the influence of our example show itself. If we are at all times thoroughly honest and consistent with our children, they will be the same towards us and others; but, if they detect in us a touch of sham or hypocrisy, a bad influence is exerted upon them."

Concerning religious training Dr. Sibley says: —

"The key to the whole situation, as far as we are concerned, is furnished in the wishes of the home people. When a parent expresses a desire to have a child attend a certain church, we are under the same obligations to see

brightest harp and the closest seat to the throne. . . . In extending one hand to Heaven for help, give the other to those below you, that they may be helped also; and you will find that to the same degree you help others will you be helped. Recollect that, when your cup is filled, you cannot enjoy another till you have poured it out upon those below you.

"The influence of such a broad and simple Christianity I would throw around all; and the Universal Church, ample for the wants of man and lofty as heaven itself, I would found upon these words of Christ: 'Love the Lord thy God with all thy heart, and thy neighbor as thyself.'"

(To be continued.)

TUNING AS AN OCCUPATION FOR THE BLIND.

II.

I HAVE mentioned good judgment as the third qualification to success in the tuning profession. I have not placed it last because I consider it of less importance than either of the others, but because it is untechnical. This qualification is second to neither of the other requisites mentioned; for without it a man will make shipwreck of any profession, be he blind or be he seeing. A man's judgment is to him what the balance-wheel is to the watch or the governor to the engine. Without it he is defective, if not useless: he is a hindrance rather than a help to any community. A sound judgment is essential to one without sight in enabling him to determine what he can and what he cannot do; for there is nothing that we need to appreciate more fully than the measure of our possibilities and our limitations, and, in determining these limits, we must depend almost solely upon our judgment. Precedent may assist us greatly; but it can be no ultimatum, as the range

of our possibilities is constantly increasing. We all do to-day what a few years ago seemed well-nigh impossible, but that there is a limit to the range of our possibilities I think no one will question. Where that limit lies is the province of the individual judgment to determine in each individual case; and a judicious use of the faculty will save its possessor from mortifying failures which not only injure him personally, but affect more or less the whole class of which he is a member. A failure is always injurious to the one making it, but it is doubly so to one without sight; for, if such a one fails in anything that he attempts, his failure is at once attributed to his inability through want of sight, and in the majority of cases no opportunity to redeem himself is given: whereas, if a man with sight should make the same mistake, it would be attributed to carelessness, and he would be reprimanded and required to make good his mistake. Few people would think of requiring the same of one without sight, but would spread his failure far and near.

An experience of mine is just in point. I am so short that in tuning a square piano I am obliged to lean against the front of the instrument. When I first began work in my profession, before I realized the danger, I scratched two pianos with the buttons on the front of my coat by leaning against it as above mentioned. The party owning one of these instruments was kind enough to tell me what I had done, and I had the damage repaired immediately. The other party did not tell me, but did speak of it to others. How extensively they reported the matter I do not know; but I have heard of it again and again ever since that time, and I know that it has robbed me of work that I otherwise should have had. I have since adopted a device to which I would call the attention of my brother tuners. I learned it of an old gentleman who has had large and long experience, and who is blessed with as good sight as any one could desire. This device consists of an apron and a pair of sleeves. The apron covers the front of the coat, thus keeping it clean and removing

all danger from scratching with the buttons or watch-guard. The sleeves in the same way protect those of the coat. This illustration serves to show how much trouble and loss a little thought may prevent.

I have spoken of the service which a sighted assistant may be to the sightless tuner in his mechancial efforts, and good judgment dictates the use of such assistance whenever and wherever possible. There is still another way in which he may be of equally great service: it is by acting as guide, not so much out of doors as in the house. In these days, when unity in variety is the law in decoration, and disorder the secret of order, it is not safe for one without sight to enter a modern drawing-room unattended; for the instant he enters the door his situation is perilous in the extreme.

> Tables to right of him,
> Tables to left of him,
> Tables in front of him,
> Ready to tumble;

and woe unto him if he so much as touch one of them with the hem of his garment! Such is their aërial lightness that the weight of one's hand will overturn them. As an illustration, I will mention an experience I had a short time ago when calling on a friend. When I arose to go, the young lady took my arm to escort me to the door. As we crossed the room, I just grazed, in passing, one of those ethereal tripods. I do not think I should have been conscious of touching it if it had not been for the crash which followed. It was only a lamp. Fortunately, it had no oil in it, and the chimney and globe only were injured. If this was my fortune with a guide, what might it have been without one? Some one may say, "You know where the table is now: you will be able to avoid it the next time you go there." Alas! if this were only true! It is no assurance because that table was in that particular spot that day that it will be there the next. In fact, it is very good evidence that it will not be, especially if that room

is in the care of a professional parlor-maid. They, of all people, believe in the old adage, "Variety is the spice of life"; and they put their belief into diligent practice. The sequel of my story is that the next time I went to that house I found that identical table just diagonally across the room from its former position, in just as prominent a place. Not long ago the butler of one of my customers said to me, "Never attempt to go into this drawing-room alone, for the maid alters the arrangement of the furniture every day."

Again, the top of a piano is the catch-all for the china, pictures, and bric-à-brac which the various tables, brackets, and shelves in the room will not contain; and it is no slight task to clear it off, and one which no blind person can safely undertake. In many instances the waiter or parlor-maid will remove these articles for you, and replace them after you are gone; but I have had parties refuse to employ me a second time because, they said, "it took too much of the servant's time to wait on me, and put the room in order after me." They acknowledged my ability to do good work, but said they must have some one who could wait upon himself. For these reasons it seems essential that every sightless tuner should have a sighted companion with him if possible. I believe that the salary of such a companion will prove a profitable investment.

The experience of individuals proves that the tuning of reed organs is a possible field of endeavor for the blind which has never been cultivated as it deserves, and I would heartily urge the introduction of this kind of work into all schools for the blind where the tuning of pianos is taught. It will prove of the greatest service to those living in the country or in small towns, where in many sections reed organs far outnumber pianos. It is more difficult to tune the reeds of an organ than the strings of a piano, because they are so fragile and require such delicacy in handling them. Yet there are those who, without sight, tune and repair these organs well, delicate as is the work. If they can do it, is it not reasonable to suppose that there are

others who, if given the opportunity to learn, would prove equally capable? "What man has done, man can do," is a great stimulus to greater endeavor.

This occupation has one great advantage, which goes far to offset the disadvantages mentioned; that is, the greater demand for good workmen of this class, which proves that the competition is much less than in piano-tuning.

In closing the discussion of this subject, I want to emphasize by repetition what I said in the beginning: that to the sightless young man possessed of the requisite talents there is no profession outside of the purely literary in which he can do his work with so much satisfaction to himself and to his patrons, or with more pecuniary profit, than this of tuning; also, that the assistance of a sighted person is essential to the highest degree of success.

I would also urge upon all instructors the importance of ascertaining by actual test whether or not their pupils possess the necessary qualifications for success as tuners; for, certainly, no one lacking the necessary qualifications should be allowed to attempt this profession, any more than one should be allowed to enter the musical profession who does not possess the qualifications which it requires.

JOHN VARS.

Newport, R.I.

GLASGOW ASYLUM FOR THE BLIND.

COMPARATIVELY few people have any conception of the various industries pursued by the blind, of their struggles for existence and their competition in the labor market against those favored with the greatest of all blessings,—sight. That they do compete successfully in various callings was made manifest upon the occasion of our recent visit to the Glasgow Asylum for the Blind, where, under the courteous direction of the wide-awake superintendent, Mr. Thomas Stoddart, we were shown the various pursuits followed by its inmates. To most people the word

"blind" means a helpless state of being that calls for keenest sympathy, and deservedly so. Yet, notwithstanding this affliction, the blind, as we saw them in this place, were a cheerful lot. Thanks mainly to that same pity which this helpless condition has evoked in the breasts of those worthy people who were instrumental in creating this admirable refuge and hive of industry, where the inmates have little chance for brooding and melancholy, their time being fully occupied in recreation, work, and study. The school for the young is most complete, being well furnished with all the paraphernalia peculiar to such places. We were intensely interested in the doings of these little ones, which alone would furnish material for a long article; but lack of time and space, that in this case is irksome, compel us to pass on to the Technical School, where the young are taught the use of all sorts of tools for wood-working and otherwise. It is very interesting to watch a person with no sight use the plane, chisel, and saw deftly and accurately; to see another at the lathe doing the finest of wood-turning, working out delicate curves and corners with a skill that practiced wood-turners cannot surpass.

In fact, the education of the blind, not only in the ordinary branches of knowledge, but in those pursuits by means of which they are to earn for themselves, and possibly for others, a comfortable subsistence, is carried out with a care, patience, and wisdom that reflect the greatest credit upon the management and instructors.

The different workshops are interesting; and any one of them contains enough to fill an article like this, so that we will only mention some of the various callings taught the blind, such as twine-spinning, clothes-line and rope making, ships' rope-fenders, basket-making, mat-making, cane and willow chairs and tables, hair, fibre, and wool mattresses, wash-boards, clothes-pins, brushes of every description; wire-work of all kinds, such as riddles, rat traps, wire mattresses, bird-cages, wire netting, wire cloth, etc.

But by far the most interesting industry was the use of the Singer sewing machine, upon which many girls and women are employed and are being taught to do sewing of all kinds,— "plain stitching, hemming, felling, welting," etc. The blind workers prefer the "Singer Oscillator" for their work, by reason of its simplicity, reliability, and convenience of handling. The ease, rapidity, and accuracy with which work is turned out upon these machines are remarkable. A blind person, in threading the machine, passes the thread into the different thread eyelets, round the tensions, and to the needle with a facility impossible with many having sight. When threading the needle, the operator takes the thread between finger and thumb, and slides it gently down the groove of the needle till it strikes the eye and the needle is threaded. This branch of industry bids fair to become a general one with the blind, and already blind "Singer" instructors have gone to the largest blind asylums in the country to teach the inmates to use these machines. Of the various workings of this institution much might be written, did space permit. So to those interested we would say, Let them call at the institution, and see for themselves. Visitors are welcome, and those who wish to aid so laudable an enterprise can do so by purchasing their product, the prices for which are as low as for the same articles elsewhere, while patrons may be sure that the quality of the goods is reliable, a full assortment of which may be found at their warehouse or at the asylum.

The managers and directors themselves set a praiseworthy example of generosity and disinterestedness by giving a large part of their time and influence to the conduct of the affairs of the asylum, without any remuneration other than the consciousness of a noble charity well and faithfully carried out.

FIRST REUNION AT THE MICHIGAN INSTITUTION.

ACCORDING to the wise author of Proverbs, "Where there is no counsel, purposes are disappointed; but in the multitude of counsellors they are established." (Prov. xv. 22). In all ages intelligent persons of kindred pursuits and common needs, conscious of a large measure of responsibility for their own success or failure in life, have derived not enjoyment alone, but encouragement and direct advantage from mutual advice, instruction, and admonition, and from organized or united efforts for the conquest of difficulties with which, as individuals, they may have found themselves unable to cope. And occasional conferences of blind people, if planned and conducted with useful ends in view, are not exceptions to the rule.

On the 19th, 20th, and 21st of June last, by authority of the Board of Control, granted at the May meeting on petition of Mr. J. P. Hamilton and others, the first reunion of former pupils was held at the Michigan School for the Blind, at which sixteen alumni were in attendance. To these might be added the graduated of 1893, four in number. The preliminary arrangements were perfected under the direction of Mr. Hamilton and Misses A. Cross and I. Keene.

The exercises were mostly of an informal character, consisting of music and conversation, the rehearsal of familiar songs, school-day reminiscences, and later personal experiences and the discussion of various practical questions pertaining to the vocations and welfare of the blind.

On the morning of June 20th the ex-pupils and members of the class of '93 met, and, after an interchange of views, resolved to establish a permanent alumni association, elected Mr. Hamilton as president, and Miss Anna Cross,

a teacher at the institution, as secretary and treasurer, and authorized these officers, with three other members, to act as an executive committee in arranging for a more general reunion at a future time, with power to fill any vacancies occurring in their membership before that date, and to draft a code of rules for the government of the society, to be acted upon at the next meeting. It is expected that such gatherings will be held at intervals of five years, beginning at the close of the fifteenth school year, in June, 1895. And all honorably discharged blind pupils of either the dual institution at Flint or the present school at Lansing are desired to keep the secretary informed as to their post-office addresses.

Mr. Bateman and Miss Dusenberry were appointed to express to the institution authorities the grateful acknowledgment of the guests for the pleasant privilege and kind attention that had been accorded them, which was publicly done at the commencement exercises on the 21st.

Misses Cross and Keene generously treated those in attendance to a surprise in the form of an evening drive about the city and suburbs, which will long be remembered as chief among the very pleasant incidents of the reunion; and on the following day all went their several ways, apparently well pleased with the result of the first attempt to convene a limited company of the ex-pupils of the Michigan Institution.

And in the forward march of life the recollection of such camp-fire entertainments and the anticipation of the time when fresh reports of progress and achievement will be called for must often cheer and nerve the participants for new and earnest endeavors to excel and quicken their interests in efforts for the welfare of others. Then let the good work of mutual helpfulness go on! And let no one be shocked if the expression *esprit du corps* should sometimes be heard! But let us all earnestly strive to keep the movement and its beneficiaries out of narrow ruts, out of clannish ways, and free from tribal prejudices and ideas. Yet may each stout heart continually cheer his neighbor,

and delight to succor all whom he has power to aid and bless!

"Have love! Not love alone for one,
But man as man thy brother call;
And scatter, like the circling sun,
Thy charities on all!"

A. M. SHOTWELL.

Concord, Mich.

THE BLIND IN MONTENEGRO.

[*Translated from Der Blindenfreund.*]

IN the year 1891 Dr. Miljanic of Cettinje, the capital of Montenegro, applied himself to the task of ascertaining the number of blind, deaf and dumb, insane, and epileptics in that little principality. He addressed schedules of questions to all the clergymen, and received data of which we mention only that which concerns the blind. The questions were arranged according to Magnus. Although these questions were not answered by individuals, yet they have a value for the friends of the blind.

The total number of the blind is very large, as it generally is in all the Croatian races. There are 353 blind,—179 males and 174 females. The ratio (to 10,000 of the population) is 21.4. A higher ratio appears neither in Europe nor Russia. The causes of blindness are various, that of inheritance standing foremost. The dwellings contribute much to blindness, as well as the many wars with the Turks.

The number of blind, according to age, is as follows: —

0– 5 years	4 blind	55–60 years	17 blind
5–10 "	11 "	60–65 "	40 "
10–15 "	10 "	65–70 "	34 "
15–20 "	12 "	70–75 "	56 "
20–25 "	5 "	75–80 "	17 "
25–30 "	6 "	80–85 "	41 "
30–35 "	7 "	85–90 "	20 "
40–45 "	11 "	90–95 "	11 "
50–55 "	22 "	Not stated	8 "

There is also one blind man one hundred and fifteen years old.

Those born blind are sixteen in number.

The ages at which blindness appeared are as follows: —

0– 5 years	26	50–55 years	14
5–10 "	2	55–60 "	16
10–15 "	5	60–65 "	36
15–20 "	5	65–70 "	27
20–25 "	7	70–75 "	22
25–30 "	10	75–80 "	19
30–35 "	8	80–85 "	12
35–40 "	10	85–90 "	5
40–45 "	13	100 "	1
45–50 "	22	Unknown	121

That *blennorrhœa neonatorum* is found in Montenegro is not remarkable; for, if it claims its victims in great numbers in civilized States of the first rank, in a small State which is not advanced in civilization it would find a home. But the assertion of Dr. Miljanic that *trachoma* does not occur in Montenegro appears incredible, while in neighboring countries, — in the Austrian-Hungarian monarchy, — in the year 1888, it was very prevalent, and still exists. How the blind of Montenegro live Dr. Miljanic, unfortunately, does not tell us; yet this would be valuable. There are no institutions for their benefit, to our knowledge.

"MES NOTES SUR LES AVEUGLES."*

MONSIEUR DE LA SIZERANNE is one of those rare men who have been able to devote their undivided efforts to the development of an idea. When, as in this case, the idea is an unselfish one, looking toward the advancement and uplifting of a large class of the people, — of all civilized society, — it forms a not unimportant factor in the solution of the great social and economic problems that are engag-

* By Maurice de la Sizeranne. Published by Paul de Larue, 9 Rue de l'Eperon, Paris.

ing the attention of the best minds of to-day. The blind we have with us everywhere and always. They are recruited from all classes of society: they comprise those of all grades of intelligence. Thanks to the advancement of science, much unnecessary blindness is now prevented; but there still is, and in all probability there will continue to be, a large army of children, youths, women, and men, who are blind.

Wherein do these differ from their more fortunate fellows? What are their characteristics and peculiarities? What are their possibilities? What can education and training do for them? How can they be made independent and self-supporting? How can the great mass of them be saved from pauperism, and be enabled to live as truly and as nobly as it was designed they should? These are some of the vital questions that Maurice de la Sizeranne has devoted his life to answer; and "Mes Notes" is his latest, though we trust by no means his last, effort in this direction.

Having himself lost his sight when a lad, having gone through the training of one of the special schools, and having, by his subsequent work as director of one of the institutions for the blind, been brought in closest and most intimate contact with those so afflicted, M. de la Sizeranne possesses peculiar qualifications for the work which he has undertaken. When to this is added a delicate sympathy and exceptional common sense, his writings are all found to be of unusual value to the cause which he has made his own.

While "Mes Notes" has therefore a distinctive literary quality, it is by no means the work of a *littérateur*, but the frank, ingenuous exposition of a subject very near to the author's heart, and written with a directness less designed to please than to convince.

This generous volume of five hundred and sixty pages is in three divisions, and treats of the blind in their schools, in society, and among their friends.

The methods of special pedagogy are extremely well

considered, and the suggestions will prove of utility and interest to the devoted instructors in the various schools for the blind.

In the second part are considered the practical manual industries in which the blind may look for success; the professions that are open to them; the value of communal workshops, and the methods for their support; the business and philanthropic features involved.

Not the least interesting chapter is that in which M. de la Sizeranne discusses marriage among the blind, from a social as well as from an economic point of view, with a *résumé* of the opinions of typhlologists on this subject.

The concluding portion of the book is devoted to the broader consideration of the advantages and disadvantages of State supervision of interests concerning the blind, the value of congresses for the interchange of ideas and views, and the relation of blindness to philanthropy.

It is to be regretted that the space of *The Mentor* will not permit a fuller review of this valuable work. It may be said, in a word, that the time spent upon it by any thoughtful reader will be well repaid; and no one can leave it without feeling its inspiration and having a new interest in blindness and the blind.

(Dr.) F. Park Lewis.

Buffalo, N.Y.

AT HOME AND ABROAD.

ENGLAND.

ROYAL NORMAL COLLEGE FOR THE BLIND.— The last report of this establishment — which may fairly be counted among the leading institutions of its kind in the world — is inspired with the same spirit of energy and confidence which has characterized its work from the beginning and insured its success. It repeats what has often been stated, that "fully 80 per cent. of those who go through a complete training at the college become self-supporting"; and the principle underlying its methods is thus explained: —

"The essence of our system consists in inspiring our students with confidence that, by the improvement of their physical condition, by a good system of technical education, and the acquirement of habits of good work, they will leave the college as self-reliant citizens, capable of winning their own support in the world, and thus overcoming the serious infirmity of blindness."

In 1892 the permanent pupils numbered 148; but the practice of receiving young blind persons temporarily, for special purposes, caused the attendance to vary from 150 to 160. During the year thirteen situations were found for pupils leaving the college. Twenty-four of the former female pupils are now teaching in various parts of the United Kingdom, and appointments for two others have been secured. The tuners are steadily gaining the confidence of piano manufacturers and dealers, and it is becoming easier to obtain situations for certified graduates.

It is a fundamental principle of the college to keep in touch with its former pupils. Rooms are kept in readiness for them, either in the principal's house or in the college, that they may return to visit when desirable. Those who are teaching in other schools often find it helpful to spend their holidays at the college; and the reunions, which bring them in large numbers to spend several days there, enable them to exchange experiences with each other and obtain valuable advice and assistance.

FRANCE.

A blind man, M. August Caffet, former pupil of the National Institution, and a tuner of pianos employed for thirty-two years at the establishment of Bonnel de Rennes, has just received a medal from the Department of Trade and Industry. This medal (in silver) is awarded as a token of the energy and faithfulness of old employees. To obtain it, one must have remained at least thirty years with the same firm, and been above reproach in manners, honesty, and morality. The medal is accompanied by a diploma giving permission to wear the emblem, which is a little tricolored ribbon. M. A. Caffet is a brother of M. Gabriel Caffet, also blind, a professor of mathematics at the National Institution.— *Le Valentin Haüy.*

MASSACHUSETTS.

PERKINS INSTITUTION FOR THE BLIND.— The Board of Trustees of this institution has suffered a great loss during the past year in the death of two venerable members, long-tried and active friends of the school,— Rev. A. P. Peabody, D.D., of Cambridge, and Dr. John S. Dwight, of Boston.

Colonel Stone, of South Boston, and Mr. H. M. Howe, of Boston, have been elected to fill the vacancies, the former being an appointee of the state, the latter of the corporation.

OHIO.

THE OHIO WORKING HOME FOR THE BLIND has had an enrolment during the past year of 30 inmates. Its workshop has been enlarged, new machinery has been introduced, and a larger number of workmen can be accommodated. There have been manufactured during the year: —

Brooms	8,056 dozen.
Whisk brooms	356 "
Hearth brooms	194 "

The total amount paid workmen was $4,839.11. Of this sum, $4,001.04 was paid to the blind, out of which they paid for board $1,969.87, leaving the net earnings of blind workmen over their expenses $2,031.17.

The trustees urge the appropriation, by the state, of $5,000 for a working capital to enable them to take advantage of fluctuations

in the price of broom corn, and purchase in large quantities when desirable; to keep a considerable amount of manufactured stock on hand, so as to fill orders promptly; and to allow the 60 days' credit customary in the retail trade.

The institution employs a travelling salesman.

PENNSYLVANIA.

PHILADELPHIA ITEMS.— The operator of our stereotype-maker is a seeing boy eighteen years old. He came to us in July last. Having heard of a certain trans-Mississippian record of speed on the stereotype-maker, he chose for his test the day before Sunday. Work was begun at 7.40 A.M., and continued with an hour's break for dinner until 5.40 P.M. In these nine hours he had embossed forty-five large plates. This is his record as worked out by himself: —

1 plate Braille,— 32 lines = 225 words = 1,280 spaces (or treadle movements).
1 sheet seeing copy,— 32 lines = 316 words = 1,800 spaces.
9 hours,— 45 plates = 10,125 words = 57,600 spaces (or treadle movements).

Cost of brass in forty-five plates	$5.32
Cost of work in forty-five plates	2.40
Cost of brass in one plate	$0.1182
Cost of work in one plate	0.0533
Cost of brass and work in one plate	0.1715
Time for proof-reading forty-five plates	6½ hours
Time for correcting forty-five plates	4 hours

This young man — his name is Frank Bryan — prints from the plates by means of a clothes-wringer. The dampened paper and the plate are first placed within a portfolio, the whole of which is then passed between the rollers. In order to finish a stint the other day, he gave ten hours to this printing, and without aid of any kind turned out twelve hundred small size sheets. His maximum speed for a short time is twenty-five sheets in four and one-half minutes. Our young woman printer, Miss Sadie Sterling, who merely feeds the wringer and has a boy to turn it, has printed seven hundred and twenty-five sheets in four and one-half hours. Her average speed is from one hundred and twenty to one hundred and forty an hour for the small sheets, and from eighty to one hundred for the large.

We do not print generally more than three hours a day; but from the above it may be inferred that much can be done, and that quickly, by our means and methods. EDWARD E. ALLEN.

SOUTH CAROLINA.

THE SOUTH CAROLINA INSTITUTION FOR THE DEAF AND THE BLIND opened October 4 with an unusual number of absentees, about thirty being tardy. A steady, drizzling rain may, in part, account for the large number of delinquents.

The *Palmetto Leaf*, which is printed by the pupils of this school, is much improved in its appearance. A new press has been placed in the printing-office, to the great delight of the printers, who felt like calling in Professor Mears and his band to help celebrate the event.

EDITORIAL NOTES.

THE friends of Dr. F. J. Campbell, of the Royal Normal College, London, will be gratified to learn that he has recovered, to a great extent, from the serious accident which occurred in August. He has recently made a brief visit to America for the benefit of his health. Though still carrying his arm in a sling, and showing the results of his sufferings in other ways, he has not lost his zeal and enthusiasm in the work to which he has devoted his life.

* * *

WE wish to call the attention of our readers to the difference between the Hall *Braille*-writer and the Hall *type*writer, both excellent machines, but for different purposes. The former, as its name implies, embosses Braille for touch-reading: the latter prints in ink, like other typewriters. The name "Hall" seems to influence some inquirers more than that of the machine which they desire, and orders are sent to the wrong parties. The machines were invented by different men, are different in character, and are sold in different cities, as will be seen by the advertisement on our cover.

CENTRAL WAREHOUSE
ASYLUM FOR THE BLIND
ASYLUM FOR THE BLIND
SCHOOL & WORKSHOPS 107 CASTLE STREET.
DOOR MATS MATTING SACKS ROPES & TWINES
BASKETS BRUSHES BEDDING WIREWORK

THE MENTOR

VOL. III. DECEMBER, 1893. No. 10

CONGRESS OF EDUCATORS OF THE BLIND HELD AT CHICAGO, JULY, 1893.

IV.

THE subject of

TRADES ADAPTED TO BLIND MEN *

was discussed in a paper contributed by Mr. H. L. Hall, superintendent of the Working Home for Blind Men, Philadelphia, and read by the secretary of the Congress, Mr. Huntoon. It treated of the difficulties arising from blindness itself, and from the varying local demands of the labor market and the growing tendency toward centralization, which is steadily crowding out the individual workman. Then, taking into consideration the classes from which the majority of blind laborers are drawn, it defined the requisites of a trade suitable for the blind as a class, and related the success of the Working Home, where broom-making is the chief industry pursued.

This would have closed the third session of the Congress; but, in accordance with the vote of the previous day, the programme assigned for Friday was then taken up. Its first topic was

GENERAL STATISTICS REGARDING THE BLIND.

Mr. G. R. Boyle, acting secretary of the British and Foreign Blind Association, London, Eng., who was to have supplied information touching this subject in Europe,

* In response to the general demand for information relating to trades, this paper will be published in full later.

excused himself on account of illness which had prevented the preparation of a paper.

From Asia, Rev. W. H. Murray, of Peking, China, sent an account of his work, which was read by Mr. Huntoon, and which was substantially as follows: —

It is about thirteen years since I began operations with the blind, with a view to their being able to read, so that they might have the Word of God, like the blind in our own countries. At that time a number of interesting blind men came daily to my stand, evincing a great interest in my Bible distribution work, and eventually purchasing the Scriptures themselves. I was then, and still am, an agent for the Bible Society of Scotland. The sight of the blind men purchasing moved me so much I wondered why we had no books for them. I began to speak to all, hoping some missionary would take the matter in hand; but I was met with evasion. At length my native helper said to me one day: —

"Why lament? Why not try yourself? You teach me the plan. We will get Yang Hsia Tsŭ, and I will help you every night."

We got Yang. We planned and worked every night; and in the course of a year we had finished our plans, and had Yang and three others reading. Yang was a professional beggar, very dull, and his fingers very hard. My second pupil was a minstrel, the opposite of Yang; and in two months' time he was reading. Both were about forty-five years of age. My third pupil had been thrown out to die, having lost his sight from small-pox, and having no friends to care for him. I received him. After three months' careful nursing he got well, and afterward became famous. He got a situation at Tientsin, where he was organist, Bible reader, and could speak well to hospital patients. Then, with five others who had sight, he became a divinity student. The first two years he was classed as second in ability, but the third and fourth years he ranked first. Just then he commenced spitting blood; and a useful career, though short, ended. My fourth pupil

was also a boy, about fourteen years of age, who daily sat begging at doors. This boy was quite a prodigy. In six weeks' time he was such an accurate scholar that he seemed unable to make a mistake, and could read at the rate of twenty-two words per minute. Afterwards I timed another boy in reading; and he read the third, fourth, and fifth chapters of Romans in fourteen minutes and a few seconds, which very nearly corresponds with the speed with which we read the English at worship. So, after such experience, I had my primer put in print,— stereotyped.

At that time a lady, Miss C. F. Gordon-Cumming, visited Peking on a tour around the world. She came at night — the only time I had for school work — to see my school. My pupils were busy at lessons in their dark room, while I and my assistants were preparing their next lessons in another. She proposed a number of things for us to write, which we did, and then read them slowly over and over to her. Then the late beggar-boy was called from the school to read the same. As soon as his fingers touched the paper, he read it off at racing speed. She took the paper with her, on leaving, saying that nothing on her whole journey had impressed her so much, and, if spared to reach Scotland, she would see that I had help to increase my school. How well she has kept this promise many know. So what seemed a little work, ready to perish, perhaps, as soon as the Bible Society called me to go elsewhere, is not now so likely to die. I have eleven male and seven female pupils in our school; and some have gone to distant parts of China, north, south, east, and west, who, in turn, are teaching others. These pupils speak different dialects, yet all use the same primer and identical writing.

At the outset I contemplated the variety of dialects as one of the difficulties to be kept in view in the choice of plans. After much prayer and pondering over the matter, a plan started up before my mind; namely, what may be called a *numerico-phonetic* principle of writing Chinese for

the blind. The peculiar construction of the Chinese language favors my plan: its ideographs and words throughout are entirely monosyllabic. The varieties of these monosyllables do not much exceed four hundred. So it appeared to me that, if I arranged these in a certain order and numbered them from 1 up to 408 sounds, and committed them to memory, then simply wrote and read the words by their number, it would give the best results; for the letters per word could never exceed three (units, tens, and hundreds), and this method would sail smoothest among the rocks and shoals of the various dialects. To memorize the 408 class words was made so simple that it could be accomplished after a few hours' application. I tried a pupil who has lately arrived from Manchuria,—a young man twenty years of age. I took him apart from the school, and taught him the primer. In four hours' time he could answer slowly, but accurately. The primer has 408 representations (*i.e.*, first words of so many classes) arranged on four sheets. Each sheet has one hundred, and the fourth has also the additional eight sounds. Ten sounds form a line; and these sounds, or words, are chosen so as to bear the meaning of a sentence or complete expression, so each page has ten sentences, equalling one hundred words. Tone forms an important element of each Chinese word; and, unless pronounced by high even, low even, rising, or falling, it is merely a meaningless sound. It therefore could not be passed by. Now, with but ten letters (the numerals) for our alphabet, leaving sixteen uncalled for, by dividing them into four times four, I should have initials for each word (or sound), and also a choice of four for each, thus allowing the four tones to be represented. Thus let *k*, *l*, *m*, *n*, = 100, and at the same time stand for tone in that order: *k* then equals 100′,— *i.e.*, 100 of the first, or high even, tone. This point is gained without increase of letters, three letters still including everything. By this plan other important gains were discovered,—first, a fine word form, which helps rapid reading, and makes word spacing unessential.

The need of a hyphen is also saved, since the word can be divided at any of the three factors. Another important gain by this method is a simple basis for rules, whereby our nominal three letters may be vastly contracted without confusion. So I have reckoned that we average less than two letters per word.

We now possess fifteen complete books of the Old and New Testaments, stereotyped on brass, the work executed by these same pupils, formerly beggar-boys. I planned a machine by which, instead of chisel in one hand and mallet in the other, the little fellows can free one hand, and, by a lever worked by the foot, do better and speedier work.

Five years ago an experienced Pekinese missionary, Mrs. Blodget, of the American Board of Christian Foreign Missions, asked, "Would not this plan also suit the illiterate Chinese converts better than phonetic spelling with Roman letters, as a means to teach them to read?" This suggested stenography, which we now have; and one week's time, with ordinary application, will suffice to learn to read and to write with precision any word of the whole language. *This our blind boys and girls can teach the seeing.* What an opening thus for such needy ones! What an inducement for missionaries to befriend them! And no charity, after all; for who could be more useful than a native helper who may be at once native day-school teacher, printer of occasional lessons, hymns, tunes, etc., Bible reader, preacher, church organist, and teacher? All of these we now profess, and several of our pupils gone to stations can perform.

In point of expense, as compared with printing in Roman letters, this method is as three or four to one; for it requires only two letters per word as against an average of six or more, and no tedious spacing. I have now a copious supply of material for such printing, and lithographic process for stenography. We are printing in this way parts of Scripture in Chinese order. Mission stations could have a small hand letter-press for £2 or

£3, and a good font, for several pages, for £5, and print its own hymns and tunes.

Such is our field and line of hope, slowly developing as God stirs the hearts to help. Our comfort is prayer. God is love, and God is almighty. What should discourage us?

Next followed a paper which was read by its author, Mr. Edward E. Allen, principal of the Pennsylvania Institution for the Blind, entitled

GENERAL STATISTICS REGARDING THE BLIND, THEIR EDUCATION AND EMPLOYMENT.

The very beginning of the nineteenth century inaugurated a new era in education. Philanthropy was one of the underlying motives. As yet no government had made a systematic census of her defective classes. Europe had but just wakened from the bigotry that it was blasphemy to raise up what God had put down. Our new country, just emerged from the struggle for independence, could scarcely be expected to grasp the situation of its defectives. Five national censuses had been taken; but the blind and the deaf had been overlooked up to 1825, when the State of New York and the country of Prussia made the first governmental count of the deaf in their respective communities. The blind of the United States were still found "moping in hidden corners, or degraded by the wayside, or vegetating in almshouses." About this time reports were brought home of the success of the school for blind youth in Paris. Philanthropists met independently in Boston, New York, and Philadelphia. It is characteristic of American philanthropy that it acts with more or less precipitation. In Boston the pioneers met, obtained, in 1829, the incorporation of the "New England Asylum for the Blind," found Dr. Samuel G. Howe for a teacher, despatched him to Europe to visit schools and study methods. On his return, in 1832, the asylum was started with six pupils. In New York the act of incorporation of the

"New York Institution for the Blind" was passed in 1831; but funds were needed, and no one went abroad to study methods. The institution opened with three pupils, in March, 1832, the first in active operation in America. In Philadelphia the Friends awaited a windfall, which came in the autumn of 1832, in the person of Mr. Friedlander, a German, who had studied the instruction of the blind at home. This gentleman was urged to train some blind children, so as to convince influential people of the feasibility of establishing a school. He wrote and published "Observations on the Instruction of Blind Persons." Then followed a meeting of the citizens, with an exhibition of two blind pupils trained after the principles of Haüy. Success was assured, funds were contributed, and the Institution for the Instruction of the Blind opened in 1833.

Twenty other institutions started in quick succession between the years 1837 and 1860, largely through the efforts of Dr. Howe and graduates of the Boston, Ohio, and Philadelphia schools. The order of establishment is as follows: Ohio, Virginia, Kentucky, Tennessee, North Carolina, Indiana, Illinois, South Carolina, Wisconsin, Missouri, Georgia, Louisiana, Mississippi, Iowa, Maryland, Michigan, Texas, District of Columbia, Arkansas, California. In nearly every case a few blind pupils were exhibited before the people and the legislature of a State, and the adoption of the school as a State school generally followed. There are now (1893) thirty-six schools for the blind in the United States; and every State in the Union makes provision for its blind, either in its own school or in that of some neighboring State. Nearly all are State schools: one is partly State and partly private, four are private corporations; but all receive State appropriations.

A number of our institutions are dual; *i.e.*, one superintendent has charge of both the blind and the deaf, who may live together, but whose schools are necessarily separate.

In Northern schools the colored blind are educated with

the white: in the Southern States the colored have schools of their own, both the whites and they preferring this arrangement. The first school for the colored blind was established in North Carolina, in 1869. Similar schools have been opened in Maryland, Georgia, Texas, Alabama, and Kentucky.

From the "Preliminary Report of the United States Census for 1860," I find that in the United States 19 institutions opened in the first 20 years, beginning 1833; continent of Europe, 19 institutions opened in the first 24 years, beginning 1804; Great Britain and Ireland, 19 institutions opened in the first 50 years, beginning 1791.

The first enumeration of the blind of the United States was made in 1830. None was made in France of the deaf and dumb until 1853, and probably none of the blind. Great Britain's earliest enumeration of her defectives was in 1851, and yet her first institution was established in Liverpool in 1791.

Great Britain's first 21 institutions had in 1860 1,076 pupils, our own first 21 institutions had in 1860 1,108 pupils, so that in the thirtieth year after the establishment of our first school we had more under instruction than Great Britain had in the sixty-ninth year of her establishment, while her census returns gave 29,074 blind, and ours but 12,658. Her census of 1851 showed us that 80 per cent. of the blind are adults; and in our census for 1860 the blind were enumerated according to ages, thus corroborating the statement that blindness is an affliction of old age.

The blind of the United States, according to the censuses, numbered: 1830, 5,444; 1840, 6,916; 1850, 9,794; 1860, 12,658; 1870, 20,320; 1880, 48,928; 1890, 50,411. The apparent increase in sixty years from 5,000 to 50,000 is out of proportion to the increase in population, and it is generally conceded that the number of the blind enumerated previous to 1880 was always short of the actual number.

Assuming that the blind children found in our schools will be between the ages of ten and twenty years, the

number of blind of this age in 1890 is 4,287. The number reported to the American Printing House for the Blind, for 1890, was 3,173, or 74.1 per cent. According to this estimate, nearly three-fourths of all our blind children are provided for in special schools.

The style of charity to the blind known as pity or compassion had expressed itself in organizations, or workhouses, called schools for the industrious blind. Occupation for the mind, or the training of all children in schools, was recognized as a right in our more democratic atmosphere. The peculiar condition of the blind requiring special schools, such were formed at convenient centres; and pupils were admitted as a right, not as a charity.

Our pioneer schools imported literary teachers from Paris and teachers of handicraft from Edinburgh. In literature the temptation to experiment in the higher fields of instruction was too great to be resisted at first; but it took only a few years to sober the curriculum down to the practical one prevailing to-day, which is based upon the assumption that, whatever occupation the boy or girl is to follow after leaving school, he will follow it better, and thus live more happily and worthily, if he has a general education. He is urged to enter the institution at a tender age, there to be placed under the benign influences of the kindergarten. Above the kindergarten the regular course of studies requires from seven to eight years. This means a primary, grammar, and high school education, or instruction in object-lessons, reading, writing, spelling, grammar, composition, arithmetic, geography, history, physiology, botany, zoölogy, geology, physics, algebra, geometry, civics, English literature, typewriting, and sometimes Latin. Not a few pupils have fitted for college, where they took the regular course, and from which they were graduated, usually with distinction.

During the years of school, manual training goes hand in hand with the literary work, being generally taught now as a means of education. The importance of physical

exercise was early recognized, and has become a regular part of the required work of all our schools. As to discipline, at the first convention of the American Association of Instructors of the Blind it was resolved "that the discipline in schools for the blind should conform to that of the seeing."

Music has taken a very prominent place in the education of the blind from the very first, and all the force of the superintendents of the early schools was required to prevent our institutions from becoming mere conservatories of music. To-day only those pupils pursue music who have talent for it, and even these are not allowed to neglect other studies for it. In America, as in Europe, this profession offers a field in which the educated and trained musician can work his way with the least hindrance from lack of sight; and many have found in it a means of livelihood for themselves and their families. A few in nearly every school fit themselves to be tuners of pianos.

The work department was started with the schools. In the course of time the pressing question arose, What shall we do with our graduates? At that stage of the history of the blind the paternal spirit got the better of reason, and we read of work departments for adults in conjunction with schools for the young. This condition of affairs was most pronounced in Philadelphia, where "these grown-up children of the institution" stayed and stayed, until the asylum character predominated over that of the school.

In the manufacturing department of the institution for the twenty-three years from 1866 to 1888, inclusive, the aggregate loss was $68,368.01. In the New York City Institution the manufacturing department was financially unsuccessful from the beginning; and from 1848 to 1860 the experiment of providing support and labor for the adult blind proved so disastrous that, in order to avert the ruin of the institution, the managers applied for and obtained the consent of the legislature, in 1860, to relinquish the care of all not pupils. It is probably not too strong to state that the immoral effect of such establishments on the

schools of which they were practically a part, far exceeded in amount the loss in dollars and cents. Happily, these fungous growths have died, and the institutions are again schools.

Within the last twenty years American ideas have been carried bodily into England. The Royal Normal College and Academy of Music for the Blind, in London, is practically an American school, with an American superintendent and American teachers, and is at once the thorn and the envy of the national schools. England boasts, also, a college for the higher education of the blind; and their condition is now materially improved.

To my question, Do you consider a working home in your vicinity desirable? eight out of seventeen of the American superintendents replied, "No," seven, "Yes," and two left the question unanswered. It is generally conceded now, however, that such a home is a sorry necessity for those blinded in adult life, and unable to adapt themselves to the changed conditions, and for those too weak and sickly or too shiftless to take care of themselves, but that it should never be in conjunction with the school; and, the further removed, the better. The first and by far the most important Working Home for Blind Men is the one at Philadelphia. This home, incorporated in 1874, is a remarkable institution, superintended by a remarkable man, a blind man, of whom it has been said that, "when his business-like qualities are withdrawn, the institution itself will scarcely survive." Of course, it is not self-supporting: no such working home ever can become so, either in this country or abroad. This home has been the model for others. We find one in California, one in Ohio, one in Iowa,—all, happily, small establishments. Another kind of industrial establishment, whose workmen board outside, exists in Louisville and in Boston. Industrial homes for blind women exist in St. Louis and Philadelphia, the former having been instituted by a few young blind women.

The American schools for the blind were founded upon

embossed books. The first book embossed in this country was the Gospel of Saint John, issued from the Philadelphia press in 1833. Other books followed, but the press at Boston soon distanced it. The lower case letter of Dr. Howe was admired far and wide, and the system spread rapidly. But in 1868, from statistics gathered from 7 institutions, in which 664 pupils were involved, it was found that only 34 per cent. could read with pleasure or profit: whereas, by the point system of the New York Institution, Mr. Wait estimated that 95 per cent. could learn to read comfortably. At the Convention of American Instructors held in 1871, it was "*Resolved*, That the New York horizontal point alphabet, as arranged by Mr. Wait, should be taught in all institutions for the education of the blind." The acceptance of the point was due to several things; first of all, to its writability and superior tangibility; and, secondly, to the extraordinary practical energy of a few of its advocates. The benefits of a tangible writing system are vast. Its adoption here, next to that of tangible printing, makes attainable the ideal of American schools for the blind. A few American educators most decidedly prefer to all others the system of Braille in a scientific rearrangement of the points, known as "American Braille." The rearrangement applies to the literary Braille only, and does not affect the musical notation.

To the State of Kentucky belongs the honor of having made the first regular provision by law for providing her blind with books. The American Printing House for the Blind was chartered in 1858. Subsequently a committee of the American superintendents memorialized Congress, which in March, 1879, approved "An Act to promote the Education of the Blind," by the provisions of which $10,000 annually has been used in manufacturing and distributing books and tangible apparatus to the various schools all over the Union, free to each, and in proportion to its number of pupils. The American Printing House since 1879 has distributed annually about twenty-five hun-

dred volumes of, say, one hundred and fifty pages each. The Society for Providing Evangelical Religious Literature for the Blind distributed last year about four hundred and fifty thousand pages of the "International Sunday-school Lessons"; and, since its organization about ten years ago up to May 1, it has distributed gratuitously 3,842,739 pages. The Home Teaching and Free Circulating Library Association for the Blind, Philadelphia, is also doing a noble work. By its aid over three hundred adult blind have been taught, since 1882, to read in the Moon system; and many who had learned other systems have soon acquired this one, and habitually use the library.

By far the oldest printing-house for the blind is the one at the Boston Institution. Its press was set up by the rare exertions of Dr. Howe, in 1834 or 1835. At his death the Howe Memorial Fund was started, which, chiefly through the exertions of Mr. Anagnos, the present director of the Perkins Institution, now amounts to $142,803.86. This printing-office has given away very many of its publications to individuals, to public and to private libraries for lending purposes, and is unquestionably the greatest private printing enterprise for the blind that exists. The Virginia Institution also published books for a number of years: among them is a number of valuable text-books. The only other printing-office has been the private one of Mr. N. B. Kneass, Jr., from whose hand-press has been issued, for twenty-seven years, *Kneass's Magazine*, a monthly in line print. Mr. Kneass has now started a magazine in point print.

The interest of those engaged in work for the blind may be seen by reading the annual reports of the superintendents, and those of the proceedings of the American Association of Instructors of the Blind. The first meeting of this character was held in 1853: the Association itself was formed in 1871, and has met biennially ever since. The table of attendance of superintendents at these meetings is: 1853, 14; 1871, 17; 1872, 20; 1874, 17; 1876,

24; 1878, 22; 1880, 24; 1882, 14; 1884, 19; 1886, 22; 1888, 21; 1890, 19; 1892, 21.

The handwriting of the blind is necessarily slow. Of late six or eight attempts have been made to perfect a machine by which they may write more rapidly. Of these the little Hall Braille-writer is the only practical machine on the market at present. Still more useful than these Braille-writers is a modification enabling any one understanding the alphabet to emboss on plates of thin brass from which printing may be done directly. This invention, which is due to Mr. Frank H. Hall, formerly superintendent of the Illinois school, is unquestionably the greatest recent advance in printing for the blind, and is destined to supersede the older methods. It is of inestimable value as an adjunct to school instruction; for by it leaflets, daily lessons, examination papers, pieces of music, and booklets are prepared with little trouble, at short notice.

For a number of years France, Germany, and Italy have published magazines in the interests of the blind. At our first convention, in 1853, the question of publishing such a periodical was considered and advised. *The Reporter*, a private enterprise, ran through a year or two in Arkansas, but was discontinued from lack of support in contributions. *The Mentor*, a monthly, has been running through nearly three years. It aims to diffuse a knowledge of all questions relating to the blind, and to become a means of communication among the institutions at home and abroad.

CANADA.— The educational interests of the blind of Canada receive attention chiefly in two schools,— the Ontario Institution for the Education of the Blind and the Halifax School for the Blind. The former is supported by provincial funds, is under the supervision of the Inspector of Prisons, Asylums, and Charities, and is practically free to all pupils eligible for admittance. The Halifax School provides education for the four sea-washed provinces. It draws its support from the sources that

sustain the public schools. The law of the province realizes "the right of the blind to a free education, and provides that the amount required for each pupil should be drawn from provincial and municipal education funds." There are two small denominational schools in Montreal.

MEXICO.— From a letter received from Mexico we learn that the *Ecuela de Ciegos*, in the City of Mexico, was founded in 1870. It has about fifty boys and twenty girls, and is supported by the government. The school has an orchestra, or band, of nearly forty members, which gives public concerts every Saturday. A good deal of attention is given to music. The school has, also, a carpenter-shop and a weaving-room.

BRAZIL.— One may read in *The Mentor* for May, 1891, that the blind of Brazil are provided for by the government. Some legislative action was taken as early as 1835; and in 1856 a young blind Brazilian, who had been educated at Paris, secured a decree establishing a school at Rio Janeiro. The buildings put up in 1872 provided accommodation for 600 pupils.

Now, what are the results of our scheme of educating the blind? As our system of general education is not paternal, so it is natural our special education should not be paternal. We do the best we can for our young people while at school. When they go forth, we bid them good-by, and turn back to those who remain. We American educators of the blind have no accurate knowledge of the successes and failures of our former pupils. According to the Tenth Census of the United States, when there were 48,928 blind in the land, but 2,755 were found in almshouses. What proportion of these ever attended our schools will never be known, but we must remember that blindness is an affliction of old age. According to statistics printed in the report of the New York Institution for 1879, more than 1,200 persons have gone out from the institutions for the blind of that State, only 21 of whom were to be found in almshouses on the 30th of October, 1879.

Such facts give great force to a statement made by the Board of State Commissioners of Public Charities upon this subject. They say, "As observation shows that educated blind persons seldom become a public charge, it would seem important, not only in its social bearings, but as a question of political economy, to bring *as many of the blind as practicable under proper educational training*."

Mr. Frank H. Hall, chairman of the Committee of Organization, had invited Helen Keller and her teacher to meet the members of this Congress; and they had entered during the reading of the last paper. At its close, when Helen was introduced by Mr. Hall, she greeted the audience, saying in articulate speech,—

"I am very delighted to see you all, dear friends, to-day!"

In accordance with Miss Sullivan's suggestion that it might be more satisfactory to meet Helen personally and take her hand, the audience gathered around the platform, delighted with the opportunity to exchange a few words with the child whose education has been a subject of such wide-spread interest.

Mr. Huntoon then read a paper sent by M. de la Sizeranne, editor of the *Valentin Haüy*, Paris. Its subject was

THE NEED, IN EVERY COUNTRY, OF AN ASSOCIATION IN THE INTEREST OF THE BLIND.

In a country where the blind receive great care and attention it is indispensable that there should be a general association devoted to their interests. The time in which we live is particularly complex: consequently, the division of labor becomes necessary in charity and in science as well as in industry. It is well, since it is necessary; but it remains no less necessary that, in some given place, the synthesis of each should exist. Analysis divides: after it synthesis must come to produce unity and life.

At the present time all civilized nations have numerous associations for the blind; but, in order that these local

attempts should furnish their maximum of results, these efforts must be in constant communication,—that is to say, there must be between them a living link, a telegraphic wire, as it were, allowing a continual exchange of ideas for the general good. That connecting link must have nothing official or obligatory: it must be offered and accepted freely,—in a word, it must be bound by private initiative. It cannot be an annex to any other establishment, because it would then fall into the way of gradually narrowing its field to that class of the blind to which the establishment was consecrated. In order that its mission be properly fulfilled, it must unite able delegates chosen from all the different establishments for the blind. It must be a centre toward which all luminous rays converge.

The object of the Valentin Haüy Association is to unite private initiative and societies devoted to the blind. Its board of administration is composed of thirty members, divided into commissions for the management of affairs. This board is not only composed of charitable individuals, interested in blindness as they would be in any other infirmity, but of members who have made a special study of the subject, and are therefore competent judges. It is divided into three commissions: *first*, administration and propaganda; *second*, studies and publications; *third*, prophylactics, statistics, and patronage.

The first commission has charge of the finances and accounts, official transactions, and general correspondence, and measures for increasing the resources; also of the connection with the press. To the second is intrusted the care of examining systems of education, either industrial or professional, special apparatus used, its improvement and diffusion, the selection of books to be published, embossed printing, and cheap sale of books. The duty of the third is to study blindness, to make statistical researches, and to patronize, in all circumstances of their lives, the blind who prove to be worthy of interest. The board meet at least every three months, and the commissioners hold monthly meetings.

PROPAGANDA.— The word "propaganda," in its connection with the first commission, must not be taken in the narrow sense of proselytism in favor of the Association. Its work embraces the entire welfare of the blind, and is extended to all that can interest others in their favor. One of its occupations is to find lucrative trades. There are some professions which might prove more profitable than those which have been adopted, but it requires a certain amount of good will on the part of the public. The public must favor us by employing our *protégés;* and manufacturers or tradesmen should admit them into their factories or shops, where they could perfectly well perform the duties intrusted to them. Unfortunately, the public is not convinced of the truth that blindness is not an insurmountable obstacle to the production of useful work, and many object to employing the blind. We appeal to the benevolent not to refuse to employ those who are industrious, and to require from them no more and no less than from sighted individuals. We also appeal to them to help the various associations founded for the blind. This is the fruitful propaganda which engages the first commission constantly, and which is actively pursued through the press. It also teaches adults who have become blind and parents who have sightless children how a blind man may usefully employ his time, besides teaching the public how the blind can and must be employed.

TECHNICAL STUDIES.— The "typhlological academy" is composed of specialists who have studied the greater number of systems and the different apparatus invented for the use of the blind, and who keep themselves posted on new inventions. In the Valentin Haüy library and museum most exact and complete information may be obtained. In establishing and maintaining unity in the systems the work of the Association is most useful. Many inventors have been guided by its advice, which has prevented them from deviating from what is practical. The Association is also much occupied in solving the problem which consists in lessening the distance between the price of em-

bossed books and the pecuniary resources of those for whom these books are intended. The *Valentin Haüy*, a universal review of questions concerning blindness, continues to gather and dispense varied information facilitating the work of *typhlophiles*. The *Louis Braille*, a monthly paper printed in point, may be called the special bulletin of the blind; and, with its literary, musical, and scientific supplements, they are put in constant communication with the cultivated world. The Braille library, founded in 1886, loans books of music, literary and classical works, gratuitously. Its resources come, first, from the private action of benevolent copyists who transcribe volumes. Stationers also furnish us gratuitously with the paper needed. Many special printing establishments send us their first publications; and, on the death of one of our blind, he leaves his effects to be distributed between the establishments and the necessitous blind. From the central library in Paris boxes of books are sent periodically to some city, where they are placed at the disposal of the blind. After the boxes have remained in this city a few weeks, they are forwarded to another centre, and replaced by fresh boxes from Paris. Several libraries established for the blind in other countries have been modelled after ours,— notably, those of Holland, Sweden, and Finland.

The Valentin Haüy Central Library, where all the books, documents, and pamphlets concerning the blind are collected, allows all conscientious specialists to make a thorough study of the science. The Museum (founded in 1886) makes a collection of all objects which have been, are, or can be used in the professional or intellectual education of the blind. (These number about two thousand.)

PROPHYLACTICS AND STATISTICS.— To aid in preventing blindness, the Valentin Haüy Society publishes a circular entitled "Advice to Mothers who wish to preserve their Infants from Blindness," and distributes thousands of copies in the town halls of the country, where they are given to persons who come to register the birth of a child.

The Society has collected interesting statistics concerning places vacant in French institutions, and has made a study concerning the blind employed in manual labor and the product of the trades they have learned.

PATRONAGE.— The Valentin Haüy Association is much occupied with this subject; and its mission is all the more considerable since there are as yet few schools which have assured the protection of their wards. Assistance and patronage must not be considered synonymous. It is much easier to assist than to patronize,— to give pecuniary help than to procure work, aid by advice and recommendations, and follow an individual in whom one is interested. "The most benevolent man is not he who gives most, but he who knows how best to give." Obedient to this precept, we do not walk in darkness, but study, inquire, and apply ourselves to realizing the idea of Benjamin Delessert, who said, "The true way of helping the poor is to enable him to do without help." The Association invites the blind in easy circumstances to occupy themselves with those in need. It was long before these found an occasion of being useful to their fellow blind. Some made their living very easily, but rarely thought of their fellow-sufferers, of whom they never heard.

One of the most appreciated favors which the blind owe to the Association is the free ticket given to those who travel for the needs of their profession. About two hundred of these tickets are in the hands of blind workmen and musicians. In order to render the blind capable of attending to their own affairs, one of the managers gives a gratuitous consultation every week, and answers in writing all questions addressed to him. The Association has created a brush manufactory for blind adult women.

In our dreams we have often hoped to receive one of those magnificent gifts which would permit our work to take a great start; but is it not better to merit than to seek those exceptional gifts? Indeed, we deem that good works need not necessarily be very rich, in order to do great things; for the life of all work, like the happiness

of the individual, is drawn from a more mysterious and sacred source.

The last paper was contributed by Herr J. Moldenhawer, director of the Royal Institution for the Blind, Copenhagen. This, also, was read by Mr. Huntoon, and treated of

THE BEST MEANS OF MAKING THE BLIND INDEPENDENT.

How often we hear the question, Is a blind person able to earn a livelihood by his own labor? Now I ask, Which of us seeing persons has made his way onward in life solely by his own exertions? Life is so manifold that to us short-sighted beings it is not always possible to perceive what combinations of causes may have produced a fortunate result or the reverse; but without help nobody can get on in the world. How much more must this be the case with a class of men whose conditions of life are so exceptional as those of the blind! Life, such as it has become in the hands of the seeing, is not, it must be admitted, the most suitable for the blind. Almost everything is calculated for the sense of sight, and most things are judged according to the impressions received through it. What special help, then, does the blind man need, in order to become an independent person? In the first place, he requires an education in which special regard is had to the condition of the blind, while at the same time we aim at his development for life in the world. Experience has shown that blind men, through development of their characters and of their intellectual and physical gifts, can gain a position as independent members of society.

How best to assist the blind is a social problem closely connected with their education. It is necessary to know their development, capacities, and peculiarities, in order to be able to give assistance in the right way. Therefore, the provision of funds for the assistance of former pupils of the blind schools, administered by their superintendents or with their co-operation, was a good idea, the

realization of which has been beneficial. In the employment of such funds, not only the momentary need is considered, but also the direct usefulness in enabling them to earn a living by their own work, and in promoting their independence. Therefore, in Denmark we have called the Association which takes care of the adult blind "The Association for Promoting the Individual Work of the Blind." We do not say, "Help yourself!" but we say, "We will help you to help yourself."

We have, at the Royal Institution for the Blind at Copenhagen, a fund similar to that in Saxony, the interest of which, in connection with means given by parents and communities, is employed to buy tools, materials, and musical instruments for pupils leaving the school; but the principal work is done by the said Association, established in connection with the school, the director of which is its honorary secretary. As the school does not admit adults, the Association also assists those who have not been educated there. In co-operation with communities, it takes care of the instruction of blind persons in trades, and their settlement in life. In order to facilitate the sale of work, it has established a salesroom, in connection with which it has opened workshops for basket-makers and brush-makers. From thirty to forty blind females have a home and regular occupation in an asylum belonging to a philanthropic society called "The Chain."

But the greater number of the blind work at home, and most of them also sell their work themselves. The majority are basket-makers or brush-makers, and a certain number are shoemakers and rope-makers. Some have two trades, and it sometimes happens that a blind man who has not sufficient work learns a supplementary trade afterward. Some combine music with a trade. Others are piano-tuners. As exceptional work, I may mention the binding of raised books, cork-cutting, mat-making, and repairing of cane seats. Joinery has only occasionally been a blind man's work in Denmark. Where there is a possibility of the blind man's obtaining a position as

organist, the musical education ought to be carried to the greatest possible perfection, because there is no position that can give him a greater independence, put him on a more equal footing with the seeing, and raise him to a more intellectual and agreeable position in life. In various towns in Denmark we have a number of organists in good positions. Most of them also give music lessons or are piano-tuners.

Another thing ought to be mentioned which is of great interest; namely, the facility with which well-educated blind craftsmen sometimes change their occupation, when they find such a change to be profitable. I am therefore of opinion that the rule of sticking to one trade, which has often been mentioned and even urged in regard to the blind, as a means of becoming as clever as possible, has many exceptions.

The adult blind who have lost their sight after leaving school form a special class belonging to two categories so different that they must necessarily be considered separately. Those who have become blind near the end of their school days are such as have, either on account of disease of the eyes or weakness or deterioration of sight, been hindered in their studies. For them I think it best that they be received as ordinary pupils in a school for the blind. Those whose school instruction has been completed should be received to learn a trade. For adult blind girls, especially if they are still young, it seems best to secure admission to a school to be taught handicraft. For single young blind men who have lost their sight later in life, according to my experience, it is a good plan to apprentice them to former pupils, but certainly not to seeing masters. Married blind men must either learn a trade in this way, or as outdoor apprentices to an independent blind shopkeeper. Where such an establishment exists as the Royal Asylum for the Blind, Edinburgh, and similar workshops with a variety of work and division of labor, the easiest way of putting an adult blind man to a new work will be to admit him to such a shop.

The greatest difficulty in the care of the blind is the amelioration of the position of blind girls. Generally speaking, they do not marry, and very seldom are engaged as servants or succeed in keeping such an engagement. Even if in some points they are preferable to common servants, the necessity of making allowances will always be a difficult point, and often the source of grievance. It is very interesting to see how blind girls, with a good education, may undertake a moral task of the highest standard.

A former pupil of the Royal School for the Blind, Copenhagen, offers a striking example. From an early age she felt inclined to offer consolation to the sorrowful and encouragement to the desolate; and, when the time came for leaving school to return home to Jutland, she arranged to remain in the city, in order to work in the Home Mission. As she could not get admission to the female penitentiary, she began giving lessons in a Sunday-school of which she afterward became superintendent. She took care to get the children out into the country during their holidays, sometimes supplying the needs of those who were in want. For those who left the Sunday-school she arranged regular Bible lectures and friendly meetings. She visited the families in her neighborhood, to induce them to attend missionary meetings and listen to sermons and gospel reading. At Christmas time she made a festival for the children, having a Christmas tree with little gifts for each. While doing such good work for others, she was working for her daily bread by brush-making, cane-seating, knitting, and netting.

When the asylum, or preparatory school, at Copenhagen was founded in 1861, a blind girl who was leaving the institution was engaged as matron and teacher, and has remained in this position during a period of almost thirty years, to the perfect satisfaction of the acting committee, and doing a truly good work.

In all countries we shall find a number of such striking cases of independence among blind females, but we can only take them as exceptions. The great majority, at

least in Europe, will suffer under the common burden of the limited circumstances of their sex, increased by the difficulties arising from blindness. The best thing for those who have no home of their own will be to offer them a special home where they may find regular work, and their physical and moral wants may be provided for; but a necessary supplement to such a home for the blind is, I think, the possibility of being helped without being received there, because this is the best way of discerning between those who are qualified to live and work in the world and conquer the difficulties meeting them there, and those who want the sheltering roof of a substitute for the family home. At the same time, it is the best way of making all as happy as possible.

STEREOTYPING FOR EMBOSSED PRINTING.

At no time within the history of the education of the blind has the subject of book-making received so much attention by thoughtful people as during the past two or three years. The importance of a library of embossed literature was never so well realized as at the present time. The demand for good text-books has become so great that the adoption of some system by which such books may be made and multiplied in a rapid and economical manner seems not only desirable, but imperative.

In the early history of most of the older and larger schools for the blind in this country, the course of study was limited, and the work of the pupils little more than pastime. Many of the present new and important departments of work were not yet added; and teachers could devote much of their time to reading for the pupils, and nearly all their lessons were prepared in this way. Twenty years ago the library of embossed books in any of our schools was so small that almost constant reading by

the teachers seemed to be the only way in which the pupils could prepare their lessons. With the variety and amount of work now imposed upon our teachers, this plan is not feasible: hence the necessity of books from which the pupils may prepare their daily lessons. This necessity awakened in the minds of many of the friends of the blind a spirit of invention, which began with improved slates for printing by hand, and reached a climax in the invention of the "Hall stereotype-maker." The various devices presented for the consideration of the educators of the blind within the past ten years have nearly all proven worthless; and it was but natural to expect that a gradual process of evolution was necessary to develop an instrument, or machine, that would do the work in a satisfactory manner, and the announcement that such a machine had been perfected at a single stroke was received by all with grave doubts for its success, and by none with less confidence in its utility than by the undersigned. These doubts and misgivings gave way to mingled pleasure and surprise when the work of the machine was shown, and the rapidity with which such work could be done was stated. After nearly a year's work with the stereotype-maker, I am led to believe that, as far as the education of the blind is concerned, this invention is the most important of the century, if we except the invention of a point print system by Louis Braille. These two form the immovable pillars upon which the future education of the blind must rest. When the full value of both is well understood by all, printing embossed matter will be carried on so rapidly and so economically that libraries will grow and flourish like vegetation under a tropical sun.

This school has had a printing outfit for more than thirty years. It consisted principally of a press and several hundred pounds of type. The work of setting type was necessarily very slow, and that of redistributing almost as tedious. We did no stereotyping, as the process involved the expenditure of more care and money than we were able to invest. Consequently, when an edition was

turned out, the forms were broken up, and the type returned to the boxes. I am informed by those who have done stereotyping for embossed printing that the expense per large page approximates $1; and, consequently, a book of 150 pages represents an outlay of $150 before a single page is printed. And, judging from special figures given me by one of the oldest publishers for the blind in the country, where the publication of a magazine in Braille was contemplated, I feel that these figures are well inside the mark. There is piled up, with a lot of other useless rubbish, in the basement of our building a printing outfit which was at one time the pride of the school. The sight of it recalls to memory the time when printing meant several large rooms full of apparatus and furniture, oil-begrimed hands, and other things of like nature.

Our stereotyping room which succeeded this is a comfortable, well-furnished room, 18 × 20 feet, containing a phonograph, a stereotype-maker, a large clothes-wringer, a large copper pan, and a few other accessories. The entire outfit cost $250, of which the phonograph — not a necessity, but a convenience — cost half the amount. With this outfit, as much work can be done, and in a better manner, than can be done in the old way with a plant costing fifty times as much. Two intelligent blind girls do the work of a dozen good eyes on the old plan. Stereotyping in the old way is hunting a mantle in which to enshroud itself, while it sneaks off to join the man who used a wooden plough, or the woman who sewed a week by hand to do what can be done now with a sewing-machine in a few hours.

We secured our stereotype-maker — the first ever made, if we except the experimental machine — last February, and it more than paid for itself before the close of school.

In order that one may understand the rate at which this machine can be operated, I will state that a totally blind girl, with little experience, made in one day fifty-one plates, each containing sixteen lines, averaging ten words to the line, — or, in other words, 8,160 words. This

record at first glance does not compare with that made at Philadelphia recently, where 10,125 words were stereotyped in nine hours; but, when everything is considered, it is quite as remarkable, and I do not think that there is a printing concern for the blind anywhere, no matter how large and extensive the plant or how many seeing persons it employs, that can equal either record doing the work in the old way.

Sometimes mistakes are made, but they can be readily corrected. By means of a hammer and a steel punch, any dot or dots can be obliterated and others substituted. Our foreman, a totally blind girl, on her return to school in the fall, without any experience whatever during the summer, made only two dots wrong in the first eleven pages that she made.

We have experimented extensively with various kinds of sheet metal, and have decided upon ordinary sheet zinc. Copper and brass work a little easier, but make no better print, and cost four times as much as zinc. Plates of zinc 12 × 14 cost less than five cents, while those of copper or brass as thick will cost nearly twenty cents. It has been suggested,— and tried, I believe, on a small scale,— that it is well to use thin metal, and then fill the pits with molten metal. This complicates the process, and has no advantage that I can see. The zinc plates will stand the severest pressure, and there is scarcely a limit to the number of times that they can be used. In our first work, when we spoiled much metal experimenting, we used tagger iron, — an exceedingly thin metal, that broke through at nearly every stroke; yet the books printed from these cheap plates on the heavy presses at Louisville show a good dot, and no indication that the plates were injured. We still use tagger iron for matter, where we require but a single edition; and those who receive the Sunday-school Lessons printed here can judge of the character of the work made from these plates, costing but a cent each.

In addition to the series of readers already printed at Louisville, we have sent two spellers, a primary and an

advanced, and have ready the first volume of Montgomery's "American History," which we are stereotyping, with kind permission of the publishers, Ginn & Co. These histories are on large plates, containing thirty-five lines, and one hundred and fifty pages to the volume.

Briefly stated, the following is an outline of our work: Having decided upon a book to print, a teacher reads it, part at a time, to the phonograph, from which it is taken by a blind girl with a Braille-writer, who supplies the girl at the stereotype-maker with Braille manuscript. When the plates are ready, the paper is prepared by proper moistening, and the sheets run through an ordinary large clothes-wringer. The moistened sheets of paper are placed on a sheet of rubber three-sixteenths of an inch in thickness, which is backed by a heavy sheet of card-board, such as is used for book-backs. The metal plate, points down, is placed on the paper, and a plain sheet of metal, equal in size to that of the rubber sheet, is put upon all. This is run through the wringer, and an embossed page is the result. The sheets are then carefully dried. It is very necessary in this process that the paper be entirely covered top and bottom; for, if it comes in contact with the rollers of the wringer at any point, it is sure to be buckled and otherwise spoiled.

JNO. T. SIBLEY.

Missouri School for the Blind.

GENTLE HINTS TO A BLIND INVALID.

I FANCY the editor is smiling doubtfully at this title, for he knows that not much that is gentle issues from the Joliet typewriter. But I am going to deal tenderly with you, because you are sick. You lost your health after you became blind. Yes, I understand. You have a slight cough, a spinal weakness, poor appetite, and poorer digestion, cold hands and feet, and a nervous headache. You

take cold every time the door is opened, lie awake nights, cry over every little thing, and feel so languid and miserable. Just look at the bottles and pill-boxes you have emptied, to say nothing of plasters, poultices, etc.; and, oh! such doctor bills! Sick? Of course, you are. I should be dead. Now, I am no physician, not even a quack; but I should like to give you two metaphysical pills. One is to bring your malady to the surface, and the other is to cure it. As I cannot sugar-coat these pills with Latin, I shall have to ask you to take them in bitter English. Here is the first. Cause of ill-health, "doing nothing." There, now, you needn't take out your handkerchief. When you lost your sight, your friends thought you could not do anything; and they made you believe it. Having no other occupation, you nursed your symptoms, and they grew. If you had washed the dinner dishes instead of watching to see whether your dinner digested, you might never have thought of dyspepsia. If you had kept the family accounts instead of counting the throbbings of your temples, you would have had less headache. Denied all wholesome exercise of body or mind, the wonder is you are not dead or insane.

One splendid afternoon last winter I called on a blind neighbor, who was in very comfortable circumstances, my object being to tell her about *The Mentor*, and leave a copy. Her husband ushered me into the family sitting-room, and said stupidly: —

"There she is, on the other side of the room. You can speak to her, but she can't see you."

There, sure enough, glued to a rocking-chair, and sick, of course! To say that apartment needed oxygen is too mild. Another fine day, some weeks later, I called again, and found her by the same window and in that identical chair. She guessed *The Mentor* was for folks that had to earn their living. Thank Heaven! the most of us belong to that class. I urged her to go out, if she had to ride in a wheelbarrow, and remarked that six weeks of such confinement would kill me outright. Since then her name

has appeared in the paper, under the head-line, "Out of Darkness into Light."

The other pill was compounded by one of the most successful blind ladies I have ever known. It was her panacea for all the ills that follow in the train of blindness. Here it is, "Get up and do something."

You can't? Well, then, my friend, I am afraid you will have to sit there till you petrify. You don't have to work? Ah, ahem! I understand. You have means. But you do have to work, for all that. Mother Nature requires it of all her children, and the old lady is not to be trifled with. She, too, has means, — means of punishing every delinquent. You used to lead an active life, and then you enjoyed good health; but you tried doing nothing, and it nearly broke your constitution. As a potter once said to a lady who was pitying him, "No, marm, it is not the foot that kicks, it's the foot that stands, gets tired."

A royal invalid was ordered by her physician, as a last resort, to sweep and dust her own suite of rooms, and walk out instead of riding. Your doctor only hints at gentle exercise; for he thinks you can't work, though he knows it would do you more good than medicine.

A friend once asked me to call on a blind lady of her acquaintance. I demurred, because the lady in question was an older resident and had never called on me. "But she is blind," pleaded my friend. I laughed. "And she is an invalid. Do go to-night, and tell her I sent you." It was dark and raining when I reached the elegant house where this invalid lived, surrounded by loving, cultured relatives of three generations. Emerging from my dripping gossamer, I proceeded at once to unfold her petals. She was a lovely specimen, scarcely past prime, but blighted by morbid grief over her lost sight. Would you believe it? She could hardly be lured out on the piazza in fine weather, and had given up playing on the piano because she couldn't see the keys! Well, after a swift diagnosis, I gave her my friend's panacea, "Get up and

do something." Her son-in-law, a physician, had the good taste not to say, "Amen!" but he laughed behind the *Evening News* till the paper rattled in his hand; and his wife remarked, aside, "Mother is always happier when I am away from home, for then she has to take some responsibility."

Self-respect, no less than self-preservation, requires us to bear our share of the burdens of life. Is there anything more humiliating than the consciousness of being utterly useless? I shall never forget the exultation that thrilled my soul when I clasped my own baby girl to my bosom, and realized that I had a work which no other mortal could perform; and now, in the home of my daughter, where there are two little ones and no hired help, I find enough occupation to keep me in good health and maintain my self-respect.

You will admit that I have been very gentle so far, but now I am going to say something dreadful. If you are feeling low-spirited, you had better have your reader stop right here. It is a family secret. Some of your friends are becoming a little suspicious about your spells. One of them told me so the other day. To clear yourself, you will have to either abandon the spells or die in one of them.

The wife of a Western merchant lost her sight, and forthwith collapsed. A hireling sat on the home throne, while the rightful occupant lay abed till noon, mourning because she could not see her daughter. How the neighbors did wish she could see the little hoyden, running as wild as a squaw, for want of maternal restraint!

In another instance, the wife of a poor laborer left her housework for her husband to do, while she beguiled herself with a music-box. (N. B.— She is now a genuine invalid.)

If we have no respect for ourselves, a sense of justice should make us unwilling to be a dead weight on others. An Illinois woman, who was married very young, lost her sight at the age of twenty-five. She was used to doing all

kinds of work; but, instead of going on, she took her bright little daughter out of school, and laid on her the burdens of mother and housekeeper. The girl grew up in ignorance, and married — well, he looked like an ape. When she was ready to make any and every sacrifice to educate her own girl, it was found that the family had so degenerated that culture was impracticable. It has been estimated that, if every man and woman would work at something useful four hours a day, no one would have to do more. What right have you or I to sit with folded hands while some tired mortal does our stint?

A still higher motive is found in piety. Christian ministers have told you three hundred and forty-nine times that

"They also serve who only stand and wait."

But that is only Milton. The Scripture speaketh on this wise, "Whatsoever thy hand findeth to do, do it with thy might!" Yes, do it! and don't imagine that your pound will not be called for because the hand that pinned up the napkin belongs to a blind person!

That "whatsoever" brings us to the final consideration, — the kind of work. While you had sight, you learned to do many useful things. In that you have an advantage over the rest of us. Do those same things now. It is easier to learn new methods than new employments. Whatever you were in the home, in society, in business, or in the church, strive to become the same again. You will meet with discouragements, and may have to be content with modified results; but, as you value health, self-respect, justice, and divine approval, get out of that rocking-chair, and do something.

CLARA B. ALDRICH.

Joliet, Ill.

OLD PUPILS' GUILD OF THE ROYAL NORMAL COLLEGE FOR THE BLIND.

(From the Report for the Year 1892.)

Most blind persons, whether trained as teachers, organists, musicians, pianoforte tuners, or for any other trade or occupation, require some assistance at the outset. They need help in finding suitable employment, recommendations for establishing a connection, pecuniary assistance, sometimes, in providing outfits of books, tools, instruments, etc., advice in difficulties, encouragement in trials, sympathy at all times, and, if overtaken by reverses, judicious and timely help toward a fresh start.

From the very commencement this help has been given, as far as possible, by the college authorities; and the success achieved by our old pupils would have been impossible without it. But, owing to the increasing number of certificated pupils, organized effort has become necessary to meet these needs and the expense which they entail. These increasing requirements led to the establishment of a guild for old pupils. The objects of the guild are: —

"To assist, advise, and befriend pupils after leaving the college, especially when first starting in their business or profession; to devise and carry into operation such methods as may be found effective for this purpose, so that every old pupil of the college who, having completed his or her college course and obtained a college certificate, maintains good conduct and reputation, and is a diligent worker according to his or her ability, may rely on moral, material, and effective support, and timely assistance in every occasion of difficulty, so far as funds will allow."

The management of the guild is deputed to a special committee, including the officers of the Executive Committee, the principal of the college, and others, among whom are some of the former pupils of the college.

The committee seek the aid, as corresponding associates,

of ladies and gentlemen in various parts of this country or abroad, who will interest themselves in the blind, especially in former pupils of the college, and who will undertake to establish and maintain, as far as may be, friendly communication with members of the guild in their own neighborhood, and to assist the Special Committee, with information and otherwise, in furthering the objects of the guild in regard to such members, to act as referees for members, to assist them in finding employment and obtaining customers, to give a patient hearing to their statements and devise judicious ways of advancing their welfare.

A register of the members is kept, containing their addresses and employment, with suitable particulars of their circumstances, capabilities, and needs, and also a register of members seeking employment and of openings and employment available.

THE BROOKLYN INDUSTRIAL HOME.

The needs of the adult blind of Brooklyn, their lack of useful and remunerative employment, and their want of home comforts which such employment might bring, have for some time occupied the attention of benevolent citizens, and especially that of the Mizpah Circle, a society of blind persons of both sexes. Their efforts have resulted in the establishment of the Brooklyn Industrial Home for Blind Men, which has just been opened in a modest way at No. 96 Lexington Avenue. An earnest friend of the blind pays the rent of the building for the first year; and the work is inaugurated under the auspices of the Mizpah Circle, which contributes toward its support. The superintendent, a blind gentleman, teaches the workmen, who at present are undertaking only chair-caning and mattress-making and repairing. Other trades will probably be

introduced, as occasion requires and means will allow. The house, which is large enough to accommodate some twenty-five men, is at present plainly and only partially furnished for a humble and practical beginning; and a matron takes care of the domestic affairs of the household.

A pleasant sitting-room has been provided for the men, and an adjoining room will be used for a library as soon as the books are forthcoming.

The Home is not intended for an asylum for the lazy; but it warmly welcomes the deserving and industrious, and the superintendent solicits the sympathy and moral support of the community, as well as patronage for the work of those who necessarily labor under greater difficulties than the ordinary workman encounters.

M. W. S.

AMUSEMENTS.

Dear Mentor,— I am glad to see that you have devoted much time and space to amusements for the blind; and I especially wish to include with draughts and chess, which you recommend so highly, cribbage. This is a game readily acquired, and a good mathematical discipline to all. I have had the pleasure of teaching it to many of my seeing friends, particularly to a gentleman who was a skilled card-player. A few months later he was chosen to represent the United States as Consul-General to India. Soon after his arrival at Calcutta, he wrote, telling me he had been invited to play this game with the English Minister, and found he had been well taught.

The only appliances required for cribbage are a pack of playing cards and a board. It may be of interest to those unable to purchase cards adapted to their use to know, if they have acquired the Braille or New York point system of writing, they could readily mark their own. This I have done for some time. Place on the diagonal corners

the initial of the characters which designate the card to be marked,—*c* in Jack of clubs, *d* in diamonds, *h* hearts, *s* spades. By placing before these characters *k*, it becomes king; *q*, queen. The spot cards are indicated by the figures (without the numeral sign) before the initials *c*, *d*, *h*, *s*.

Since writing the foregoing, I have acquired several games of solitaire with cards, and take great pleasure in recommending them to your readers, feeling sure they will prove not only a source of amusement, but also of benefit to those who conquer them; for the hour of recreation is as important as that of study.

A former pupil of the Perkins Institution, who still cherishes a fond remembrance of his *Alma Mater*,

A. H. MURRAY.

WRITING MACHINES.

It will doubtless interest the blind to learn that the punctograph (for point writing, New York or Braille) invented by Miss Elizabeth Sthreshley, of Austin, Texas, has recently been improved by her. By this machine the blind may do their own writing, and read what they have written as they go along. It is adapted to the mechanism of the Hall typewriter, using nearly all the parts which compose that instrument, and has for its chief merit the simplicity and durability of that well-known machine.

The punctograph, as improved by Miss Sthreshley, was exhibited at the Congress for the Blind recently held at the Columbian Exposition, Chicago, where it attracted much attention by those interested in appliances which tend to benefit the blind.

The State of Texas, recognizing the value of Miss Sthreshley's invention, made an appropriation, purchasing

for the schools for the blind in that State a number of these machines.

The National Typewriter Company, owners of the Hall typewriter, are at present getting out expensive tools for the construction of the punctograph, and propose to turn out large numbers, at prices that will bring them within the reach of persons of moderate means.

A great many blind persons use the Hall typewriter, and like it because, besides being easy to learn, it is portable, and can be easily carried. R.

HEROISM OF A BLIND BOY.

THE *Irish Times* relates an incident of great bravery which was made public at an inquest held at Waterford. A blind lad named Stuart, a member of a bathing party, hearing that one of his companions was being carried away by the current, guided by his cries, swam to his rescue, and brought him safely to land. He was greatly exhausted by his efforts; but, hearing that another boy was drowning, he again entered the water, and tried to save him. His efforts, however, were unsuccessful. The jury praised the lad's bravery, and have called the attention of the Royal Humane Society to the case.

AT HOME AND ABROAD.

CONNECTICUT.

THE association in Hartford, which has been so earnestly striving to improve the condition of the blind in Connecticut, has published an appeal for aid in their efforts to provide employment,— "to establish one or more industrial homes where the young may be trained for the active duties of life, and the older and disheartened may find a refuge where, by their labor, they can contribute to their own support, and in this way open a door of hope to all that they may reach a higher plane of life." The association is already attempting to provide means of instruction for some who are too old to be sent to the Perkins Institution, and a place has been fitted up where a few can be accommodated. The design is to teach them different kinds of work, and eventually to help them to set up for themselves.

The store which was started a few months ago is still running, and is gradually gaining a foothold, notwithstanding the fact that it has had to meet the general business depression at the very beginning of the undertaking.

ENGLAND.

LONDON.— The report of the British and Foreign Blind Association for the years 1891 and 1892 tells of the steady development of their work, increased donations and subscriptions, increased sales, and the number of volunteer writers and blind copyists also increased. Several Latin books have been stereotyped, and a commencement has been made in stereotyping Greek.

A meeting of lady Braille writers and others was held at 33 Cambridge Square, July 7, 1892, to consider means for extending the work of the association. Mrs. T. R. Armitage presided, and a committee was formed under the title of the "Auxiliary Union of the British and Foreign Blind Association." Its duties will be threefold: "*first*, to write or correct embossed manuscript; *secondly*, to encourage the employment of the blind by any means in their power; *thirdly*, to form centres for the spread of work among the blind as individual circumstances and opportunity may

suggest, and for extending a knowledge of the aims and operations of the association in circles where these are not already sufficiently known."

The council of the association notices with satisfaction the establishment of free libraries for the blind in various places. The "Braille Book Society" has been organized for the purpose of bringing out new books, and presenting them to schools and libraries; and its founder, Miss Nevill, deserves the thanks of the association for the employment she furnishes to poor copyists, as well as the gratitude of blind copyists themselves. Miss Nevill also edits *Playtime*, a magazine for children.

FLORIDA.

IN THE FLORIDA BLIND AND DEAF-MUTE INSTITUTE.— Mr. H. N. Felkel has succeeded Mr. Caldwell as principal, while Mrs. Felkel is matron. The many changes in the corps of instructors was not due to the wishes of the principal or the board of managers, but partly to the choice of the teachers and partly to the fact that the principal failed to get the addresses of some until they had engaged elsewhere. Miss Eola Richie is now teacher of the blind (whites), and Mr. Charles Lizziemore has the care of the colored blind pupils. The former has had experience in South Carolina; while the latter, though new to the work, by his brightness and earnestness gives promise of success.

GERMANY.

THE October number of the *Blindenfreund* gives notice that the next *Blindenlehrer Congress* will be held at Munich, the date proposed being August 1–4.

INDIANA.

SCHOOL opened with the usual attendance. The session began a few days late on account of the National Encampment of the G. A. R., the institute being used for the army nurses and ladies of the Relief Corps during the week.

During the first week of August the institute building was visited by a fire, which for a time seemed threatening, but was extinguished without great damage to the property. It was caused by a tinner's furnace on the roof.

Among the improvements and additions recently introduced may be mentioned the purchase of a new Haines piano, a fine, large steam mangle for the laundry, fine, new Remington type-

writers for the pupils, electric time register for watchman, cement walks in front of the building, besides many minor details.

Professor Robert A. Newland has now been in charge of our musical department over a quarter of a century, and is still a young man.

The pupils will shortly give a musical entertaiment at Butler University, accompanied by a talk from Superintendent E. E. Griffith on the education of the blind.

The institute closed its forty-eighth fiscal year October 31. It is free from debt, and has abundant revenues with which to prosecute another year's work.

MICHIGAN.

LANSING.— Our school is under strict quarantine; for scarlet fever and diphtheria are prevalent in the city, and have found their way into our midst, though not to an alarming extent, there having been only one light case of diphtheria, from which the little boy has already recovered, and two boys are in the hospital department with scarlet fever, but convalescing. Neither officers nor pupils are allowed to leave the grounds unless it is really necessary.

The general work of the school is progressing satisfactorily, and the moral and physical tone has greatly improved. Mr. Church, the superintendent, evidently understands how a school should be managed; and everybody is gratified. He insists upon self-help, and the boys are now required to make their own beds and take care of their rooms. This is a step in the right direction.

Our trustees and the superintendent are convinced of the practical advantages of the Braille stereotype-maker, and we hope to possess one in the near future. No other machine has ever taken so strong a hold upon the blind, and its benefits are truly immeasurable. A. C. B.

PENNSYLVANIA.

PHILADELPHIA.— The fiftieth anniversary of Mr. D. D. Wood's connection with the Pennsylvania Institution for the Blind was celebrated October 21 by an entertainment in his honor, which was all the more gratifying to the recipient, as it was wholly a surprise. He was giving a music lesson at the large organ in the hall, when teachers, pupils, and friends of the organist entered, and proceeded to carry out a programme the music of which consisted mainly of selections from Mr. Wood's own compositions.

At its close he was presented with a marble bust of his favorite master,— Beethoven. The bust, which was sculptured by the Florentine artist, Pugi, was of Carrara marble, and rested upon a pedestal of Mexican onyx.

In thanking his friends for this beautiful testimonial, Mr. Wood referred with feeling to his long connection with the school. As he grew older, he said, it might be necessary for him to relinquish some of his duties, but his connection with the school would be one of the last he should resign.

David D. Wood entered the institution as a pupil when he was five years old. At fifteen he was teaching the piano and organ. At nineteen he left school and began teaching in the city, and through long years of difficulty and discouragement he steadily worked on, until as organist and choir-master at St. Stephen's, as member of the faculty of the Philadelphia Musical Academy, where he also teaches the organ, as composer, and as a teacher in the Institution for the Blind, he has won a high rank among the musicians of Philadelphia; and, while his days are crowded full of valuable work, his life is crowned with honor.

The last report of the Pennsylvania Industrial Home for Blind Women marks its "silver anniversary," it having been organized twenty-five years ago; and, though its accommodations have been three times increased, again is felt the need of enlarged space. Since its opening 100 persons have been admitted, most of whom were totally blind. 3 of the original number are still members of the family, 27 have left voluntarily, 3 have been dismissed, 8 have died, and 1 has married. In May (1893) the Home had 62 inmates. It is supported by donations, subscriptions, income from investments, and occasional legacies. It has also an annual appropriation of $2,000 from the State.

SCOTLAND.

THE DUNDEE INSTITUTION FOR THE BLIND has instructed and employed 93 blind persons during the year ending March 31, 1893. There were 21 pupils in the educational department. Her Majesty's Inspector made a favorable report concerning the efficiency of the school in which the ordinary branches — reading, writing, arithmetic, geography, history, and grammar — are taught, and mentioned the good knitting, pretty kindergarten work, and the boys' basket-making. A gymnasium is provided for their physical development.

The 72 persons in the industrial department were employed as follows: —

Basket-makers,	9
Brush-makers,	8
Mattress-makers and upholsterers,	7
Mattress and feather tick sewers,	9
Wood-choppers and bundlers,	21
Firelighter-makers,	8
Mat-makers,	2
Feather and hair cleaners,	4
Messengers,	2
Travellers and collectors,	2

The trade prosperity of the institution, which for many years had been steadily increasing, received last year a slight check. That it was so slight is a matter of congratulation; for not only had the city and district been suffering from business depression, but the institution itself had suffered from a fire which stopped the machinery for some time, and greatly interfered with work of this department.

VIRGINIA.

THE Alexandria *Gazette* has printed a notice of the marriage of Miss Mary Head, daughter of Mr. and Mrs. George Head, of Bailey's Cross Roads, and Mr. Thomas H. White. The wedding took place at the residence of the bride's parents, "Holly Grove," the ceremony being performed by Rev. Father Tierney. Miss Head was formerly a pupil of the blind department of the Virginia Institution for the Deaf and the Blind, where she is said to have been "one of the best and brightest of the girls."

EDITORIAL NOTES.

THE statement in our last number, that Frank C. Bryan had in nine hours made forty-five full-sized brass stereotype plates on the Hall stereotype-maker, would have produced only incredulity in the minds of many if it had not been signed by the reliable superintendent of the Philadelphia Institution. Even then it seemed as if the feat must have been accomplished by means not altogether legitimate. Since then we have stood beside the same machine

and seen the same operator tread out the Braille at the rate of one page in eight minutes and forty seconds, breaking his own record and reaching a speed that would produce nearly seven full-sized pages in one hour. It is not probable that such a speed could be kept up for any considerable length of time, but it shows the possibilities of the machine and the man. By the use of such means embossed book-making becomes not only a very simple, but a comparatively inexpensive matter. For school purposes the stereotype-maker is invaluable. The tedious process of writing with the stylus, from dictation, is no longer necessary. The lesson for the class is quickly printed on a sheet of brass, which is ready for the press as soon as it comes from the machine. From this plate any number of copies can be made by passing it through an ordinary clothes-wringer. By preserving these lesson papers, the pupils will soon have a complete book on the subject they are studying. It is equally useful for spelling lessons, songs or hymns for the choir, choice selections, lessons in harmony, and anything to be committed to memory or kept for reference. The stereotyping and printing can all be done by a blind person, and no school can afford to be without this simple and inexpensive auxiliary. The parts of this machine are interchangeable, so that, by the use of different dies, the same machine will print large and small letters. We understand that one of these stereotype-makers has just been fitted up with dies for printing letters of large size, to suit the blind of England.

* * *

WITH this issue, which closes our third volume, we would remind our readers that for the greater number this is also the date for the renewal of subscriptions. We earnestly urge promptness in this matter, for in our estimate of expenses we have made no allowance for the cost of sending bills or reminders.

* * *

WE cordially thank the friends who have so kindly helped us by sending us reports of their work, clippings, or other material; and we solicit the continuance of these favors.

* * *

THE January number will contain the first chapter of "Arrows Shot into the Dark," a story written for *The Mentor* by John Whitson; an article upon the work in China, a contribution from Rev. E. E. Hale, and other interesting articles.

III.—No. 1. January, 1893.

THE MENTOR

ED MONTHLY (FOR
MONTHS OF THE
BY THE ALUMNI
NATION OF THE
THE INSTITUTION
THE BLIND, BOS-
MASS.

One Dollar per
payable in ad-

ALL COMMUNICATIONS
SHOULD BE ADDRESSED
TO J. W. SMITH, SEC-
RETARY PUBLISHING
COMMITTEE.

Office,
No. 37 Avon Str

FINE TOOLS FOR TUNERS A SPECIALTY

• • • • WRITE FOR NEW ILLUSTRATED CATALOGUE. • • • •

PIANO and ORGAN MATERIALS, TOOLS.

ALFRED DOLGE,

122 East 13th Street, New York.

Prices for International Pitch Tuning Forks. $1.00 Net per fork, in leather case
25 per cent. discount in lots of one dozen.

CONTENTS.

		PAGE
I.	ELIZABETH GILBERT. *Susan Harrington*	1
II.	THE POPLAR LEAVES. *Elizabeth Gilbert*	7
III.	STATISTICS OF THE BLIND OF THE UNITED STATES	8
IV.	THE CONGRESS AT NAPLES. *From Le Valentin Hauy*	11
V.	HOW WE WALK. *John Vars*	14
VI.	AFTER GRADUATION. I. *A. M. H.*	19
VII.	THE AMERICAN ASSOCIATION. *Otis Patten*	22
VIII.	THE BLIND STUDENT OF LATIN. *William Gibbon*	24
IX.	WESTERN PENNSYLVANIA INSTITUTION FOR THE BLIND. *H. B. Jacobs*	27
X.	PATIENCE AND COURAGE. *F. H. D.*	28
XI.	AT HOME AND ABROAD	30
	Alabama, Connecticut, England, Florida, France, Holland, Massachusetts, Michigan, Missouri, Norway, Pennsylvania, Prussia, South Carolina, Virginia	
XII.	EDITORIAL NOTES	38